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DEPARTMENT OF PUBLIC INSTRUCTION

FIFTY-SIXTH REPORT

OF THE

BOARD OF EDUCATION

OF

JERSEY CITY, N. J.

For the Year ending June 30, 1924

PUBLISHED BY ORDER OF THE
BOARD OF EDUCATION

21

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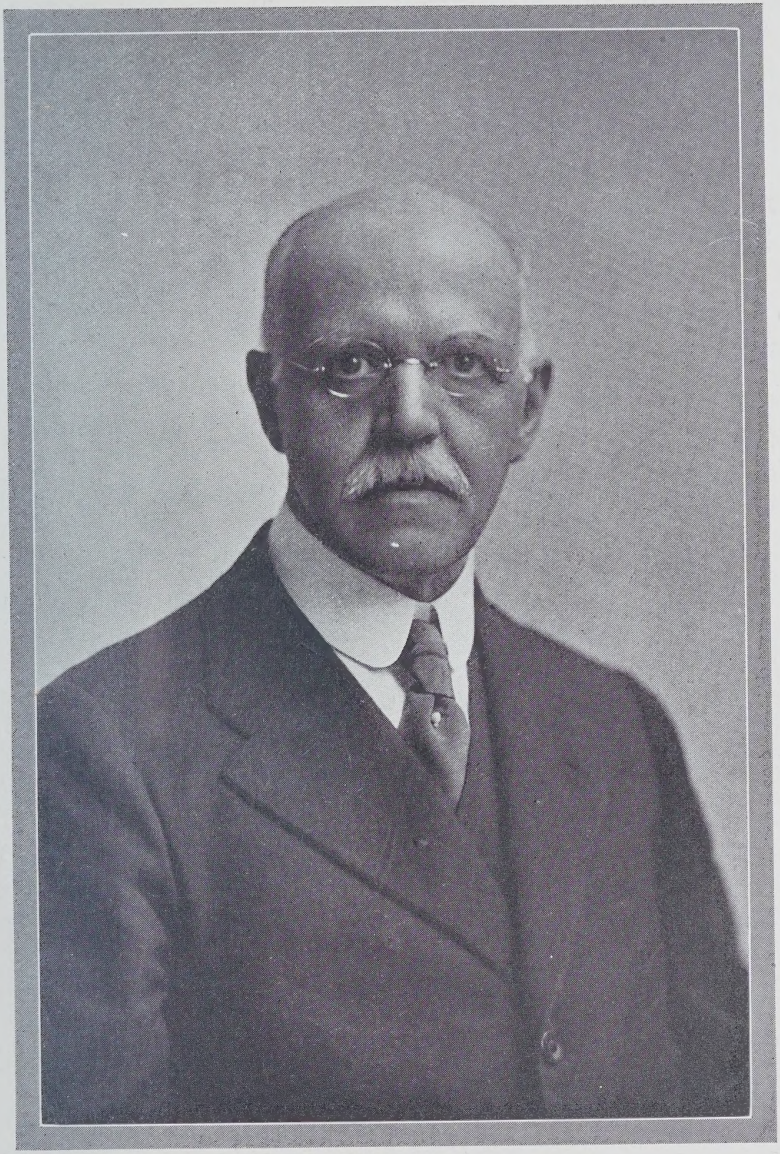
DR. JAMES J. HOPKINS
Superintendent of Schools
August 1, 1923—August 17, 1923



EDWARD A. MURPHY
Superintendent of Schools
September 5, 1923—August 14, 1924

DEPARTMENT OF PUBLIC INSTRUCTION

FIFTY-SIXTH REPORT

OF THE

BOARD OF EDUCATION

OF

JERSEY CITY, N. J.

For the Year ending June 30, 1924

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BOARD OF EDUCATION

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DR. JAMES J. HOPKINS

RESOLUTIONS ADOPTED BY THE BOARD OF EDUCATION, AUGUST 17, 1923:

Whereas, On August 17, 1923, Dr. James J. Hopkins, for twenty-six years principal of the William L. Dickinson High School of this city, and recently appointed Superintendent of Schools of Jersey City, passed away,

Resolved, That we, the members of the Board of Education, testify to our admiration for his scholarship, character, and executive ability, qualities which brought the William L. Dickinson High School to its present high standard of efficiency.

Resolved, That in the death of Dr. Hopkins this city suffers a great loss.

Resolved, That we personally deplore the death of Dr. Hopkins, whose management of the William L. Dickinson High School gave promise of an equally successful administration in the larger field of City Superintendent of Schools.

Resolved, That we extend to the bereaved family our deepest sympathy in their great sorrow.

Resolved, That these resolutions be spread upon the minutes and an engrossed copy be sent to the family of Dr. Hopkins.

DR. JAMES J. HOPKINS

Dr. James J. Hopkins, the contemporary and friend of his predecessor, Dr. Henry Snyder, was born in Jersey City on March 1, 1868.

He attended Public School No. 6, St. Joseph's Parochial School, and St. Peter's College. Later he attended Holy Cross College, Worcester, Massachusetts, and was graduated from there in 1887, with the degree of A.B. He was considered a brilliant student, and was awarded the much coveted annual prize for debate. He received the degree of A.M. from Seton Hall College in 1888.

Dr. Hopkins taught for several years in New York State. He was then appointed Principal of School No. 2, on Erie Street, Jersey City, in March, 1892, succeeding Dr. Henry Snyder, who became Superintendent of Schools. In December, 1897, Dr. Hopkins was promoted to the principalship of the Jersey City High School. Under his leadership the old Jersey City High School, on Bay Street, was moved to the hill section, where, under the new name of the William L. Dickinson High School, it became one of the leading high schools of this country.

Dr. Hopkins' love of country was pronounced, and during the World War no man gave more in personal service than he did. He organized, in his school, one of the most effective units of the Red Cross, and, because of his enthusiasm, carried this work through to a one hundred per cent. conclusion. He was, also, a Director of the Jersey City Chapter of the American Red Cross.

At the close of the World War a fund was started by the students of the William L. Dickinson High School to erect a memorial to "Dickinson Heroes." The unveiling of the memorial, a beautiful group standing guard before the Dickinson High School, marked the occasion of the Fiftieth Anniversary of the establishment of the Jersey City High School and, by a strange coincidence, the twenty-fifth anniversary of Dr. Hopkins' accession to the principalship of the school. During this celebration graduates from far and near came to honor the Jersey City High, and students of 1872, and of succeeding years, mingled with those of 1922.

Dr. Hopkins studied law at New York University and was admitted to the Bar in 1912. The degree of LL.D. was conferred upon him by St. Peter's College in 1913.

The name of James J. Hopkins recalls to the minds of the teachers of New Jersey one of the most powerful intellects ever produced for protecting their interests. He fought many battles in their behalf in the halls of legislation at Trenton, N. J. The present pension bill, in force since 1919, owes its passage to this great educator. He was full of enthusiasm for this bill. With a magnificent physique, a powerful voice, fiery, fearless, and terribly in earnest, he compelled the Legislature of 1919 to recognize the rights

of the teachers of the State. The law that he fathered and fought for has proved its usefulness and his keen foresight. To-day the New Jersey pension law is studied and copied by states that think teachers should have a pension fund that really protects. In recognition of this work, Dr. Hopkins was made one of the first trustees of the New Jersey Teachers' Pension and Annuity Fund, and remained a trustee up to the time of his death.

Dr. Hopkins was a charter member and a leader in the ranks of the Knights of Columbus ever since the establishment of that order in Jersey City. He served as a State Deputy, and was a Grand Knight in the order. He took a leading part in the organization of the Columbian Club and in the purchase of the club building at Jersey Avenue and Bright Street from the Palma Club. He was its first president, and served as such for fifteen years.

He was also president of the Jersey City Board of Library Trustees, and through his constructive policies assisted greatly in the development of the library system.

His health failing in the spring of 1923, he was granted a six months' leave of absence. During this time, upon the death of Dr. Henry Snyder, he was appointed Superintendent of Schools—August 1, 1923, in recognition of his faithful service to the school system of Jersey City.

Dr. Hopkins died on August 17, 1923.

EDWARD A. MURPHY

FOREWORD

On August 3, 1924, Superintendent Murphy was taken ill at his home. He passed away August 14, 1924.

The statistical reports for the school year 1923-1924, which had been prepared prior to the death of Superintendent Murphy, are submitted herewith.

JAMES A. NUGENT,
Assistant Superintendent of Schools.

RESOLUTIONS ADOPTED BY THE BOARD OF EDUCATION, AUGUST 15, 1924:

Whereas, On August 14, 1924, Mr. Edward A. Murphy, for twenty-two years a School Principal and an Assistant Superintendent in this city, and since September, 1923, its Superintendent of Schools, passed away,

Resolved, That we, the members of the Board of Education, testify to our admiration for his high character, his executive ability, and his zeal for the welfare of the schools.

Resolved, That, in the passing of Mr. Murphy, the educational department of this city suffers a great loss.

Resolved, That, in our personal relations with our late Superintendent, we had learned to esteem him highly, and that we feel, in his death, a sense of personal loss.

Resolved, That we extend to his bereaved family our deep sympathy in their great sorrow.

Resolved, That these resolutions be spread upon the minutes, and an engrossed copy be sent to the family of the late Mr. Murphy.

EDWARD A. MURPHY

Since the last yearly report the name of Superintendent Edward A. Murphy has been added to the roll of the absent. Our friend has parted the curtain and passed behind the scene, from whence he came. For a few fleeting years of life we who remain will play our parts in the drama of life, then follow. He who has left us was one who lived up to the great writer's maxim—"The only way to have a friend is to be one." Though gone before, he has left a rich heritage to us, his friends. For us yet live in memory the keen gray eyes with their merry twinkle, the witty humor of speech, the generous hand, the heart of gold. The sense of personal bereavement and public loss will not grow less as time goes on.

You have seen him in his daily work. Can you recall one act or one word of his that was not friendly and pleasant? I who have known him for the past ten years have in my memory of him such pleasantness that words come too short to express it. No one could meet him without being the better for the meeting. Of all the blessings which could befall a community, there was none greater than the choice of Edward A. Murphy as Superintendent of Schools of Jersey City. His experience was such that no part of the school work was unknown to him. Our State benefited by his experience. The schools were kept to their present high standard under his supervision. He inherited a wonderful system and increased his inheritance.

Edward A. Murphy was born in Trenton, December 18, 1862. His father was James Murphy, a well-known contractor in that city. His love of learning came from his mother, Emily A. Rogers, who was a noted writer. Mr. Murphy lived within a stone's throw of the State House. I have no doubt that many of the spare moments of his school days were spent listening to the legislators of that time. I know of no man who had such an extensive knowledge of our School Law. Had he followed the profession of law, I am sure he would have risen high in that profession.

After graduating from the State Normal School at Trenton, he began his teaching career at Ridgewood, Bergen County. This was a rural school. In Mr. Murphy's own words—"It was an ungraded country school of about eighty pupils—the largest ungraded school in Bergen County." "Leaving here," he continues, "I spent six years in charge of No. 3, North Bergen, Hudson County. The school numbered about 325 pupils. There were five assistant teachers. The course covered primary, grammar, and two years of high school work. In addition to my duties as principal, I had charge of the high school." Still climbing the ladder, he became County Superintendent, and remained in that position from 1897 to 1901. As County Superintendent he organized the schools and placed in each of the school districts not having a Superintendent his own course of study. Charles J. Baxter, then State

Superintendent of Public Instruction, praised his course of study and recommended it to all the other county superintendents of the State.

In 1901 Mr. Murphy came to Jersey City and was appointed Principal of School No. 23, the first principal appointed under the competitive examination system, which was so strongly advocated by the late Dr. Snyder. Mr. Murphy remained three years in No. 23, and was then appointed Principal of School No. 20. Here he attracted the attention of Superintendent Snyder, who was a keen judge of men's ability. At Dr. Snyder's request he was appointed Assistant Superintendent of Schools. His love for our late Superintendent was a love of admiration for ability. Mr. Murphy would never take credit for anything he did, but would always attribute any success in his work to "the chief." From 1910 until the time he was appointed Superintendent Mr. Murphy's works and thoughts were the schools and the school system. In 1923, after the death of Dr. James J. Hopkins, Mr. Murphy was made Superintendent of the city schools.

Mr. Murphy was a student and a writer. All of his spare time was spent in research work. Clark University conferred the degree of A.M., and New York University the degree of Pd.M. upon him. He was a progressive educator, who kept himself fully informed concerning the educational movements of the day.

Edward Appleton Murphy died on August 14, 1924.

BOARD OF EDUCATION

OFFICES, ADMINISTRATION BUILDING,
2 HARRISON AVENUE.
1923-1924

Name.	*Residence or Place of Business.*
Margaret N. Sullivan, M.D.	2600 Boulevard
John J. Ferris	1 Exchange Place
Arthur Potterton	49 Prospect Street

Terms expire June 30, 1924.

James F. Norton, M.D.	299 Varick Street
Joseph E. Bernstein	61 Kensington Avenue
Archibald M. Henry	68 Kensington Avenue

Terms expire June 30, 1925.

Harry P. Clifton	721 Ocean Avenue
Alexander D. Sullivan	324 17th Street
Michael A. Scatuorchio	47 Prior Street

Terms expire June 30, 1926.

OFFICERS

PRESIDENT

JOHN J. FERRIS ..... 1 Exchange Place

VICE-PRESIDENT

ARTHUR POTTERTON ..... 49 Prospect Street

CITY SUPERINTENDENT OF PUBLIC SCHOOLS

*HENRY SNYDER ..... Administration Building

† JAMES J. HOPKINS ¶ CHARLES C. WILSON

‡ EDWARD A. MURPHY

ASSISTANT SUPERINTENDENTS OF PUBLIC SCHOOLS

‡ EDWARD A. MURPHY ..... Administration Building

** MINNIE V. SHANLEY ‡‡ JAMES A. NUGENT

* Deceased July 27, 1923.
† Appointed August 1, 1923. Deceased August 17, 1923.
¶ Appointed September 1, 1923. Declined Appointment.
** Appointed August 1, 1923.
‡ Appointed Superintendent September 5, 1923.
‡‡ Appointed September 5, 1923.

SECRETARY

G. FRED EGE.....Administration Building

CUSTODIAN OF SCHOOL MONEYS

JOHN SAUL.....City Hall

AUDITOR

WILLIAM J. BUDD.....City Hall

SUPERVISING ARCHITECT

JOHN T. ROWLAND.....100 Sip Avenue

STANDING COMMITTEES

Finance

Norton — Clifton — Sullivan
Scatuorchio — Henry

Buildings

Potterton — Clifton — Bernstein
Dr. Sullivan — Scatuorchio

School Administration

Dr. Sullivan — Bernstein — Potterton
Sullivan — Dr. Norton — Henry

SCHOOL COMMITTEES

Training School

Potterton — Ferris — Dr. Norton

High Schools

Ferris — Dr. Sullivan — Bernstein

Schools Nos. 1, 16, 17, 34..... Bernstein
" " 2, 4, 24, 32..... Ferris
" " 3, 13, 19, 22.....Dr. Norton
" " 5, 9, 21, 35..... Scatuorchio
" " 6, 23, 31, 36.....Dr. Sullivan
" " 7, 8, 26, 28..... Potterton
" " 10, 25, 27, 33..... Henry
" " 11, 12, 14, 18..... Clifton
" " 15, 20, 29, 30..... Sullivan

BOARD OF SCHOOL ESTIMATE

Ferris — Potterton

REPORT

OF THE

PRESIDENT OF THE BOARD

1924

PRESIDENT'S REPORT

To the Members of the Board of Education:

Gentlemen:

The contrast between the school buildings Jersey City is now erecting and the old buildings of a half century ago still housing our children, is one of the most conspicuous evidences of our city's progress. To-day the elements of utility and beauty, strength and grace, are so combined that everything in the buildings and equipment is designed for the purpose of education as well as physical use and comfort.

Beginning September 1, 1924, a new salary schedule for the teachers of Jersey City will be effective. The maximum salary for elementary teachers will be $2800; it was $2000. The maximum for junior high school teachers will be $3200. Appointment to the junior high school carries an additional increment of $400; that is, if an elementary teacher now receives $2000 and is appointed to the junior high school, she will receive $2400. The senior high school teachers' maximum will be $3800; it was $3400. The yearly increment for elementary teachers will be $100; it was $48. The same increment will be given to the junior high school teachers. The yearly increment for high school teachers will be $200; it was $100. The maximum salary for grammar principals will be $5000; it was $4100. The maximum for primary principals will be $4000; it was $3400. The salaries of high school principals will remain as they are, namely $7000. The salary for junior high school principal was fixed by the Board of Education at $6000. The salaries of the general supervisors will be made equal to the grammar principals. The assistant supervisors will be increased proportionately. The yearly increment of grammar and primary principals, supervisors, and assistant supervisors, will be $200. Jersey City ranks high educationally. Its salary schedule will stand almost first in the cities of the United States. The Board of Education takes this means to appreciate the worth and work of the teachers.

On September 2, 1924, the new Henry Snyder Junior High School will open. This school is erected in the Greenville section of our city. The opening of this first junior high school will relieve Schools Nos. 14, 15, 24, 34, and 20 of the seventh and eighth year classes, and will also take care of all of the present June graduates of the above schools in the 9A Grade, or the first term of high school. It will be a full-fledged junior high school in June, 1925, having seventh, eighth, and ninth year classes. The opening of this school will eliminate the part-time classes in Schools Nos. 24 and 15, and greatly decrease the part-time in Schools Nos. 34 and 20.

No. 5, at Merseles Street, enlarged by twenty-seven rooms, will be ready

for occupancy September 2, 1924. No. 5 originally contained twenty-five rooms. It is now the largest grammar school in the city.

The boundary lines of School No. 9 will be changed, and all part-time in grammar classes of School No. 9 will be eliminated.

No. 37, on Erie Street and Pavonia Avenue, will open some time during the school year 1924-1925. The opening of this building will take all part-time classes from No. 32, at Coles and Seventh Streets, and the part-time classes from No. 4, on Eighth Street, and, at the same time, provide ample accommodations for the pupils of No. 21, on Twelfth Street, which school will have to be abandoned when the new vehicular tunnel opens.

The Board of Education now has plans for a junior high school in the Bergen section, the downtown section, and the Hudson City section of our city. These schools should be erected as rapidly as possible, because our senior high schools are crowded and on part-time. With four junior high schools in existence, relief will be given to the senior high schools.

In the Lafayette section of our city school conditions are bad. Schools Nos. 13, Pine Street, and 22, Halladay Street, are not fit to house children. Both of these schools are now on part-time. I recommend that the building of New No. 22 be given precedence over all other school construction.

Provision should be made for the care of subnormal crippled children. They have no place in our hospital school, because all crippled children in that building are normal. This school should be enlarged. Manual Training and Domestic Science should be part of the curriculum.

While new buildings are required, it is desirable that old buildings be repaired and renovated to reach the standard comparable with the school requirements. Urgent repairs will have to be made by the Supervisor of Repairs. Fire escapes, plumbing, and heating plants, will have to be installed along with minor improvements, to make the buildings more habitable and safe.

During the summer of 1924, shortly after the close of the school year, our city again suffered a loss in the death of Superintendent Edward A. Murphy. Mr. Murphy was Assistant Superintendent for thirteen years, under Dr. Snyder. After the death of Superintendent James J. Hopkins, Mr. Murphy was elected Superintendent of the city school system. I greatly regret his death, because our schools will feel the loss of his services.

I must extend my thanks to the members of the Board of Education for the courtesy and cooperation which I have always received from them.

Respectfully submitted,

John J. Ferris,
President Board of Education.

June 30, 1924.

REPORT

OF THE

CITY SUPERINTENDENT

SUPERINTENDENT'S REPORT

To the President and Members of the Board of Education:

Gentlemen:—In accordance with the law and your rules I have the honor to submit the fifty-sixth report of the Superintendent of Schools for the year 1923-1924.

POPULATION OF JERSEY CITY

Census of 1923 (City census)	326,924

VALUE OF SCHOOL PROPERTY

Value of lots and buildings	$14,063,537.00
Value of furniture and supplies	1,115,139.74
Value of books and stationery	231,489.58
Total valuation of property	$15,410,166.32

NOTE.—Values of buildings represent cost of construction. Values of lots are given as estimated by the city assessors a few years ago. Value of furniture represents cost less a reasonable amount for depreciation. An accurate revaluation of all property would greatly increase the amounts given above.

SCHOOL ENROLLMENT—DAY SCHOOLS

Total number enrolled, year ending June 30, 1915	41,668
" " " " " " " 1916	42,534
" " " " " " " 1917	42,133
" " " " " " " 1918	42,454
" " " " " " " 1919	42,651
" " " " " " " 1920	43,343
" " " " " " " 1921	44,192
" " " " " " " 1922	46,674
" " " " " " " 1923	47,622
" " " " " " " 1924	48,192

AVERAGE REGISTER—DAY SCHOOLS

Average register, year ending June 30, 1915	37,232
" " " " " " 1916	37,827
" " " " " " 1917	37,673
" " " " " " 1918	37,585
" " " " " " 1919	37,948
" " " " " " 1920	38,520
" " " " " " 1921	39,840
" " " " " " 1922	42,020
" " " " " " 1923	42,626
" " " " " " 1924	43,161

AVERAGE ATTENDANCE—DAY SCHOOLS

Average attendance, year ending June 30, 1915	34,028
" " " " " " 1916	34,550
" " " " " " 1917	34,647
" " " " " " 1918	33,846
" " " " " " 1919	34,236
" " " " " " 1920	35,017
" " " " " " 1921	36,675
" " " " " " 1922	38,713
" " " " " " 1923	39,449
" " " " " " 1924	39,872

PERCENTAGE OF ATTENDANCE—DAY SCHOOLS

Percent. of attendance, year ending June 30, 1915	91.39
" " " " " " " 1916	91.34
" " " " " " " 1917	91.97
" " " " " " " 1918	90.05
" " " " " " " 1919	90.21
" " " " " " " 1920	90.90
" " " " " " " 1921	92.05
" " " " " " " 1922	92.12
" " " " " " " 1923	92.54
" " " " " " " 1924	92.37

PERCENTAGE ATTENDING OF THOSE ENROLLED

1915	1916	1917	1918	1919	1920	1921	1922	1923	1924
81.66	81.22	82.23	79.72	80.27	80.79	82.99	82.94	82.84	82.73

The total number of different pupils enrolled during the year was 48,192, which was an increase of 570 over that of the preceding year. The average number on register, 43,161, was an increase of 535. The average attendance was 39,872, which was 423 more than last year. In the percentage of attendance, 92.37, there was a loss of .17.

SCHOOL BUILDINGS

	1918	1919	1920	1921	1922	1923	1924
Total number of school buildings....	49	48	49	50	50	50	50
Number of seats....	41,812	41,882	42,310	43,258	43,357	44,210	44,133

The Administration Building and old School No. 5, on Bay Street, are not included in this statement. Old School No. 5 is used by the Repair Department as a storage house and a workshop.

NEW BUILDINGS

In 1921, the Board of School Estimate approved a program of new schools, prepared and adopted by the Board of Education. In line with this program the new Junior High School in Greenville and the enlargement of School No. 5, on Merseles Street, will be opened in September. School No. 37 will be opened later in the fall.

In accordance with a resolution adopted by the Board of Education, August 1, 1923, the new Junior High School mentioned above is to be known as "The Henry Snyder Junior High School."

It is necessary that additional accommodations be provided as soon as possible to relieve the overcrowding and part time conditions. On February 29, 1924, the total number of pupils enrolled in the high schools was 6,391, 6,092 of whom were on part time. In the elementary schools 36,665 pupils were enrolled, of whom 9,234 were on part time. Of the total number of pupils enrolled in high and elementary schools, namely, 43,056, 15,326, or 35.59 percent. were on part time.

NUMBER OF SEATS AND NUMBER OF ROOMS

JUNE 30, 1924.

SCHOOL	Number of Shops	Number of Kitchens	Number of Class Rooms	Number of Seats
Training	..	..	2	95
Dickinson High	15	4	108	3,000
Lincoln High	..	3	50	1,891
No. 1	..	..	20	1,088
" 2	..	..	14	770
" 3	1	1	20	1,080
" 4	..	..	13	546
" 5	..	..	25	1,168
" 6	1	1	40	1,624
" 7	..	..	22	1,046
" 8	..	..	33	1,467
" 9	1	1	34	1,845
" 10	..	..	12	536
" 11	1	1	26	1,446
" 12	..	..	26	1,299
" 13	..	..	12	556
" 14	1	1	30	1,398
" 15	1	1	32	1,681
" 16	..	..	18	666
" 17	1	1	21	1,072
" 18	..	..	12	674
" 19	..	..	16	705
" 20	..	..	26	1,446
" 21	..	..	14	609
" 22	..	..	22	843
" 23	1	1	44	1,806
" 24	4	1	40	1,848
" 25	3	1	36	1,648
" 26	..	..	12	713
" 27	..	..	20	1,078
" 28	1	1	23	1,204
" 29	..	..	20	1,143
" 30	..	..	8	456
" 31	..	..	16	864
" 32	3	1	50	2,313
" 33	..	..	12	612
" 34	1	1	27	1,296
" 35	..	..	10	456
" 36	..	..	8	145
Totals	35	20	974	44,133

NUMBER AND CLASSIFICATION OF SCHOOLS

November 30, 1923

Normal and Training School	1	
High Schools	2	
Elementary Schools, Grades 5 to 8	2	
Elementary Schools, Grades 1 to 8	18	
Elementary Schools, Grades 1 to 4	16	
Hospital School, No. 36 (School for Crippled Children)	1	
Total	——	40

NUMBER AND CLASSIFICATION OF TEACHERS

November 30, 1923

High Schools—Principals	2	
Vice-Principals	2	
Director Technical and Industrial Dept.	1	
Head Commercial Department	1	
Assistants	214	
Total	——	220
Grammar Schools—Principals	20	
Vice-Principals	16	
First Assistant	1	
Assistants	387	
Total	——	424
Primary Schools—Principals	21	
Vice-Principals	18	
First Assistants	1	
Head Assistant	1	
Assistants	476	
Kindergartners	7	
Total	——	524
Hospital School, No. 36 (School for Crippled Children)—		
Principal	1	
Assistants	7	
Total	——	8
Supervisor—Drawing	1	
Supervisor—Methods in Primary Departments	1	
Supervisor—Methods in Grammar Departments	1	
Assistant Supervisor of Methods in Grammar and Primary Departments	1	
Director—Vocal Music	1	
Assistant Directors—Vocal Music	2	
Director—Manual Training	1	
Supervisor—Classes for Pupils Mentally Defective	1	
Supervisor—Instruction of Pupils Defective in Speech	1	
Supervisor—Physical Training	1	
Total	——	11

NUMBER AND CLASSIFICATION OF TEACHERS—Continued

Assistant Teachers of Methods	4
Teachers specially assigned	4
Teachers of Manual Training and Domestic Science	24
Teachers of Vocational Work	12
Teacher of Ungraded Class, Special I	1
Teachers of Ungraded Classes, Special II	13
Teacher of Ungraded Class, Special III	1
Teachers of Ungraded Classes, Special IV	2
Teachers of Ungraded Classes, Special V	6
Teachers of Ungraded Classes, Special VI	5
Teachers of Physical Training	16
Vocational Counsellor	1
Total Number of Teachers Employed	1,276

NUMBER AND CLASSIFICATION OF PUPILS

As Shown by Principals' Reports, November 30, 1923

Training School—		
Grade 2B	11	
" 2A	30	
" 1B	20	
" 1A	43	
Total		104
High Schools—		
Post Graduate	11	
Twelfth year, Grade 12B	245	
" " " 12A	373	
Eleventh " " 11B	371	
" " " 11A	558	
Tenth " " 10B	537	
" " " 10A	885	
Ninth " " 9B	1,082	
" " " 9A	1,772	
Total, High Schools		5,834
Grammar Schools—		
Vocational Departments	367	
Eighth year, Grade 8B	1,382	
" " " 8A	1,634	
Seventh " " 7B	1,409	
" " " 7A	1,917	
Sixth " " 6B	1,857	
" " " 6A	2,298	
Fifth " " 5B	2,188	
" " " 5A	2,494	
Total, Grammar Schools		15,546

NUMBER AND CLASSIFICATION OF PUPILS—Continued

Primary Schools—				
Fourth	Year,	Grade	4B	2,179
"	"	"	4A	2,336
Third	"	"	3B	2,159
"	"	"	3A	2,684
Second	"	"	2B	2,214
"	"	"	2A	3,019
First	"	"	1B	2,167
"	"	"	1A	4,316
Kindergartens				435
Total, Primary Schools				—— 21,509
Ungraded Class, Special I				25
Ungraded Classes, Special II				196
Ungraded Class, Special III				7
Ungraded Classes, Special IV				19
Ungraded Classes, Special V				163
Ungraded Classes, Special VI				99
Total, all schools				—— 43,502

NUMBER AND CLASSIFICATION OF SCHOOLS

June 30, 1924

Normal and Training School	1	
High Schools	2	
Elementary Schools, Grades 5 to 8	2	
Elementary Schools, Grades 1 to 8	18	
Elementary Schools, Grades 1 to 4	16	
Hospital School, No. 36 (School for Crippled Children)	1	
Total	——	40

NUMBER AND CLASSIFICATION OF TEACHERS

June 30, 1924

High Schools—Principals	2	
Vice-Principals	2	
Director Technical and Industrial Dept	1	
Head Commercial Department	1	
Assistants	215	
Total	——	221
Grammar Schools—Principals	20	
Vice-Principals	16	
First Assistant	1	
Assistants	390	
Total	——	427

NUMBER AND CLASSIFICATION OF TEACHERS—Continued

Primary Schools—Principals	21	
Vice-Principals	18	
First Assistants	1	
Head Assistant	1	
Assistants	470	
Kindergartners	7	
Total		518
Hospital School, No. 36 (School for Crippled Children)—		
Principal	1	
Assistants	8	
Total		9
Supervisor—Drawing	1	
Supervisor—Methods in Primary Departments	1	
Supervisor—Methods in Grammar Departments	1	
Assistant Supervisor of Methods in Grammar and Primary Departments	1	
Director—Vocal Music	1	
Assistant Directors—Vocal Music	2	
Director—Manual Training	1	
Supervisor—Classes for Pupils Mentally Defective	1	
Supervisor—Instruction of Pupils Defective in Speech	1	
Supervisor—Physical Training	1	
Total		11
Assistant Teachers of Methods		4
Teachers specially assigned		4
Teachers of Manual Training and Domestic Science		24
Teachers of Vocational Work		12
Teacher of Ungraded Class, Special I		1
Teachers of Ungraded Classes, Special II		13
Teacher of Ungraded Class, Special III		1
Teachers of Ungraded Classes, Special IV		2
Teachers of Ungraded Classes, Special V		6
Teachers of Ungraded Classes, Special VI		5
Teacher of Ship Class		1
Teachers of Physical Training		16
Vocational Counsellor		1
Total Number of Teachers Employed		1,276

NUMBER AND CLASSIFICATION OF PUPILS

As Shown by Principals' Reports, June 30, 1924

Training School—		
Grade 2B	30	
" 2A	19	
" 1B	42	
" 1A	33	
Total		124

NUMBER AND CLASSIFICATION OF PUPILS—Continued

High Schools—				
Post Graduate			13	
Twelfth year,	Grade	12B	382	
" "	"	12A	310	
Eleventh "	"	11B	467	
" "	"	11A	475	
Tenth "	"	10B	750	
" "	"	10A	694	
Ninth "	"	9B	1,366	
" "	"	9A	1,316	
Total, High Schools			——	5,773
Grammar Schools—				
Vocational Departments			349	
Eighth year,	Grade	8B	1,570	
" "	"	8A	1,312	
Seventh "	"	7B	1,803	
" "	"	7A	1,743	
Sixth "	"	6B	2,183	
" "	"	6A	2,072	
Fifth "	"	5B	2,368	
" "	"	5A	2,200	
Total, Grammar Schools			——	15,600
Primary Schools—				
Fourth year,	Grade	4B	2,305	
" "	"	4A	2,120	
Third "	"	3B	2,507	
" "	"	3A	2,170	
Second "	"	2B	2,846	
" "	"	2A	2,157	
First "	"	1B	3,369	
" "	"	1A	2,322	
Kindergartens			277	
Total, Primary Schools			——	20,073
Ungraded Class, Special I				23
Ungraded Classes, Special II				204
Ungraded Class, Special III				9
Ungraded Classes, Special IV				18
Ungraded Classes, Special V				141
Ungraded Classes, Special VI				106
Ship Class				13
Total, all schools			——	42,084

DISTRIBUTION OF PUPILS AMONG THE SEVERAL GRADES

November 30, 1923

GRAMMAR DEPARTMENT

School	Grade 5A	Grade 5B	Grade 6A	Grade 6B	Grade 7A	Grade 7B	Grade 8A	Grade 8B	Totals
No. 1...	51	94	119	100	99	55	59	52	629
" 2...	....	....	....	....	....	....	....	....	.....
" 3...	99	100	79	55	58	39	....	....	430
" 4...	137	92	136	92	91	83	72	77	780
" 5...	....	....	....	....	....	....	....	....	.....
" 6...	70	83	122	104	114	75	85	83	736
" 7...	110	....	....	....	....	....	....	....	110
" 8...	79	65	79	69	69	64	67	78	570
" 9...	176	135	156	122	112	76	119	82	978
" 10...	40	....	....	....	....	....	....	....	40
" 11...	56	113	83	93	78	73	64	52	612
" 12...	52	77	96	72	65	63	75	40	540
" 13...	62	53	....	....	....	....	....	....	115
" 14...	107	134	94	88	89	67	71	57	707
" 15...	134	126	118	93	135	76	123	90	895
" 16...	47	....	....	....	....	....	....	....	47
" 17...	72	52	51	72	78	40	79	35	479
" 18...	45	....	....	....	....	....	....	....	45
" 19...	84	51	....	....	....	....	....	....	135
" 20...	139	113	109	90	94	66	107	60	778
" 21...	....	....	....	....	....	....	....	....	....
" 22...	51	57	128	86	92	90	92	61	657
" 23...	111	127	155	124	117	81	82	64	861
" 24...	143	123	172	95	128	79	82	137	959
" 25...	123	105	86	73	78	44	79	70	658
" 26...	72	....	....	....	....	....	....	....	72
" 27...	45	54	68	72	46	38	59	50	432
" 28...	....	109	126	112	116	90	101	97	751
" 29...	....	....	....	....	....	....	....	....	....
" 30...	....	....	....	....	....	....	....	....	....
" 31...	37	36	....	....	....	....	....	....	73
" 32...	219	177	195	139	167	114	135	120	1,266
" 33...	....	....	....	....	....	....	....	....	....
" 34...	130	108	119	102	85	89	77	73	783
" 35...	....	....	....	....	....	....	....	....	....
" 36...	3	4	7	4	6	7	6	4	41
Totals..	2,494	2,188	2,298	1,857	1,917	1,409	1,634	1,382	15,179

DISTRIBUTION OF PUPILS AMONG THE SEVERAL GRADES

November 30, 1923

PRIMARY DEPARTMENT

School	Kinder-garten	Grade 1A	Grade 1B	Grade 2A	Grade 2B	Grade 3A	Grade 3B	Grade 4A	Grade 4B	Totals
No. 1....	..	62	44	42	32	40	35	39	42	336
" 2....	..	127	52	117	57	88	46	78	62	627
" 3....	..	214	69	91	83	104	73	67	82	783
" 4....	..	104	30	64	61	83	36	67	43	488
" 5....	..	181	93	120	105	105	123	114	117	958
" 6....	58	114	64	72	72	63	49	71	73	636
" 7....	..	191	85	103	88	88	42	125	82	804
" 8....	..	143	51	108	71	92	53	64	84	666
" 9....	69	196	94	167	122	146	123	111	90	1,118
" 10....	..	59	31	63	35	62	38	34	31	353
" 11....	..	96	69	56	72	35	85	51	43	507
" 12....	..	89	37	68	46	66	48	76	47	477
" 13....	..	154	73	96	76	79	59	83	69	689
" 14....	..	86	41	64	44	45	46	46	46	418
" 15....	..	129	73	103	84	89	80	32	108	698
" 16....	67	150	98	98	50	63	34	51	96	707
" 17....	..	89	39	70	45	67	41	51	53	455
" 18....	..	106	53	77	34	47	73	51	47	488
" 19....	..	133	78	77	50	85	70	47	48	588
" 20....	..	121	52	101	71	101	69	73	82	670
" 21....	43	126	76	56	52	69	56	55	40	573
" 22....	..	84	29	51	45	47	39	47	47	389
" 23....	..	90	41	56	45	152	121	137	118	760
" 24....	..	151	96	135	82	92	86	84	84	810
" 25....	64	128	68	115	89	81	42	92	47	726
" 26....	..	79	38	56	35	61	61	19	37	386
" 27....	56	41	47	45	42	53	46	45	33	408
" 28....	..	...	...	...	...	...	...	...	...	.....
" 29....	..	209	97	132	99	120	120	134	102	1,013
" 30....	..	114	64	60	40	75	53	59	53	518
" 31....	..	165	53	86	74	91	50	48	49	616
" 32....	78	115	102	97	91	80	79	70	73	785
" 33....	..	95	62	90	46	56	49	64	46	508
" 34....	..	203	81	152	94	146	123	144	100	1,043
" 35....	..	159	80	118	68	...	...	...	...	425
" 36....	..	13	7	13	14	13	11	7	5	83
Totals...	435	4,316	2,167	3,019	2,214	2,684	2,159	2,336	2,179	21,509

DISTRIBUTION OF PUPILS AMONG THE SEVERAL GRADES

JUNE 30, 1924

GRAMMAR DEPARTMENT

SCHOOL	Grade 5A	Grade 5B	Grade 6A	Grade 6B	Grade 7A	Grade 7B	Grade 8A	Grade 8B	Totals
No. 1	49	100	101	98	88	88	67	60	651
" 2	....	....	....	....	....	....	....	....	...
" 3	74	90	82	74	44	45	....	....	409
" 4	87	125	84	123	84	78	64	75	720
" 5	101	....	....	....	....	....	....	....	101
" 6	89	97	87	123	94	116	74	84	764
" 7	88	....	....	....	....	....	....	....	88
" 8	69	94	65	81	55	69	68	62	563
" 9	115	154	135	128	114	99	87	116	948
" 10	34	....	....	....	....	....	....	....	34
" 11	52	75	89	84	93	84	46	77	600
" 12	50	92	91	82	64	68	41	87	575
" 13	69	57	....	....	....	....	....	....	126
" 14	100	99	87	130	80	79	61	70	706
" 15	117	127	113	115	88	118	83	118	879
" 16	83	....	....	....	....	....	....	....	83
" 17	49	74	52	54	76	73	35	76	489
" 18	45	....	....	....	....	....	....	....	45
" 19	54	76	....	....	....	....	....	....	130
" 20	159	125	115	95	87	90	71	92	834
" 21	....	....	....	....	....	....	....	....	...
" 22	42	50	120	109	84	82	83	74	644
" 23	123	120	153	138	113	117	65	69	898
" 24	127	135	128	169	88	112	87	75	921
" 25	66	113	94	96	64	78	48	74	633
" 26	34	....	....	....	....	....	....	....	34
" 27	39	65	48	75	68	44	39	51	429
" 28	....	136	116	125	104	113	86	99	779
" 29	....	....	....	....	....	....	....	....	...
" 30	....	....	....	....	....	....	....	....	...
" 31	31	35	....	....	....	....	....	....	66
" 32	150	206	183	183	133	147	122	116	1,240
" 33	....	....	....	....	....	....	....	....	...
" 34	97	119	123	98	118	98	77	89	819
" 35	....	....	....	....	....	....	....	....	...
" 36	7	4	6	3	4	5	8	6	43
Totals	2,200	2,368	2,072	2,183	1,743	1,803	1,312	1,570	15,251

DISTRIBUTION OF PUPILS AMONG THE SEVERAL GRADES

JUNE 30, 1924

PRIMARY DEPARTMENT

SCHOOL	Kinder-garten	Grade 1A	Grade 1B	Grade 2A	Grade 2B	Grade 3A	Grade 3B	Grade 4A	Grade 4B	Totals
No. 1....	..	46	46	40	32	41	35	48	50	338
" 2....	..	54	104	59	105	47	89	45	74	577
" 3....	..	96	128	86	83	77	96	60	78	704
" 4....	..	44	83	41	76	45	86	37	60	472
" 5....	..	92	156	97	113	107	98	123	106	892
" 6....	37	63	90	68	74	63	62	42	67	566
" 7....	..	80	130	82	106	81	81	40	109	709
" 8....	..	56	98	62	94	75	79	63	77	604
" 9....	20	115	166	106	158	119	154	103	108	1,049
" 10....	..	39	41	42	62	34	58	36	35	347
" 11....	..	58	83	70	40	69	46	77	51	494
" 12....	..	54	66	47	68	45	66	46	78	470
" 13....	..	63	116	64	92	80	50	94	70	629
" 14....	..	36	76	33	63	43	44	41	45	381
" 15....	..	79	94	77	92	76	89	50	90	647
" 16....	64	89	122	87	122	42	41	39	41	647
" 17....	..	31	65	46	67	57	60	43	48	417
" 18....	..	51	90	44	73	34	45	76	40	453
" 19....	..	93	112	61	72	43	78	79	40	578
" 20....	..	80	103	65	86	76	87	73	72	642
" 21....	40	78	109	56	47	39	73	47	58	547
" 22....	..	27	72	32	50	41	44	38	40	344
" 23....	..	59	67	38	44	134	146	120	119	727
" 24....	..	80	131	89	126	87	84	79	86	762
" 25....	32	87	113	72	87	82	86	43	88	690
" 26....	..	44	64	30	53	32	30	62	43	358
" 27....	37	38	43	39	42	49	50	52	42	392
" 28....	..	...	...	...	...	...	...	...	...	.....
" 29....	..	116	148	88	134	85	114	112	121	918
" 30....	..	57	90	50	57	44	69	44	58	469
" 31....	..	92	93	48	89	75	84	51	40	572
" 32....	47	99	95	92	89	75	69	84	55	705
" 33....	..	45	75	58	70	48	48	52	69	465
" 34....	..	100	163	99	154	105	154	112	137	1,024
" 35....	..	69	132	78	115	...	...	...	...	394
" 36....	..	12	5	11	11	20	12	9	10	90
Totals...	277	2,322	3,369	2,157	2,846	2,170	2,507	2,120	2,305	20,073

Comparative Statistics for November 30, 1922 and 1923

Number of seats in primary schools, Nov. 30, 1922 (inc. spec.)..	21,464
Number of seats in primary schools, Nov. 30, 1923 (inc. spec.)..	21,762
Number of pupils on register in primary schools, Nov. 30, 1922 (inc. spec.))	21,915
Number of pupils on register in primary schools, Nov. 30, 1923 (inc. spec.)	22,018
Number of seats in grammar schools, Nov. 30, 1922	17,867
Number of seats in grammar schools, Nov. 30, 1923	17,516
Number of pupils on register in grammar schools, Nov. 30, 1922	15,603
Number of pupils on register in grammar schools, Nov. 30, 1923	15,650
Number of seats in high schools, Nov. 30, 1922	4,891
Number of seats in high schools, Nov. 30, 1923	4,891
Number of pupils on register in high schools, Nov. 30, 1922	5,642
Number of pupils on register in high schools, Nov. 30, 1923	5,834
Total number of seats in all schools, Nov. 30, 1922	44,222
Total number of seats in all schools, Nov. 30, 1923	44,169
Total number of pupils on register in all schools, Nov. 30, 1922..	43,160
Total number of pupils on register in all schools, Nov. 30, 1923..	43,502

Comparative Statistics for June 30, 1923 and 1924

Number of seats in primary schools, June 30, 1923 (inc. spec.)..	21,648
Number of seats in primary schools, June 30, 1924 (inc. spec.)..	21,427
Number of pupils on register in primary schools, June 30, 1923 (inc. spec.)	20,278
Number of pupils on register in primary schools, June 30, 1924 (inc. spec.)	20,587
Number of seats in grammar schools, June 30, 1923	17,671
Number of seats in grammar schools, June 30, 1924	17,815
Number of pupils on register in grammar schools, June 30, 1923	15,519
Number of pupils on register in grammar schools, June 30, 1924	15,724
Number of seats in high schools, June 30, 1923	4,891
Number of seats in high schools, June 30, 1924	4,891
Number of pupils on register in high schools, June 30, 1923	5,477
Number of pupils on register in high schools, June 30, 1924	5,773
Total number of seats in all schools, June 30, 1923	44,210
Total number of seats in all schools, June 30, 1924	44,133
Total number of pupils on register in all schools, June 30, 1923	41,274
Total number of pupils on register in all schools, June 30, 1924	42,084

	1918	1919	1920	1921	1922	1923	1924
Average number of pupils to teacher in primary schools, June 30	42.3	42.0	41.8	41.5	41.7	41.8	41.6
Average number of pupils to teacher in grammar schools, June 30	39.2	39.5	38.9	40 2	40.5	40.0	40.3
Number of classes in primary schools containing less than 36 pupils, June 30	89	94	123	96	112	85	105
Number of classes in primary schools containing more than 48 pupils, June 30	53	51	36	36	35	26	40
Number of classes in grammar schools containing less than 36 pupils, June 30	111	87	102	79	71	73	72
Number of classes in grammar schools containing more than 48 pupils, June 30	17	16	13	18	23	20	27

These statistics reflect the increasing congestion in the elementary schools.

It has been instructive to consider the percentage of pupils enrolled on November 30th in grades higher than 4B. It is as follows: 1900, 27.9; 1901, 28.5; 1902, 29.43; 1903, 30.58; 1904, 31.52; 1905, 32 78; 1906, 34.05; 1907, 35.78; 1908, 38.06; 1909, 39.55; 1910, 39.88; 1911, 41.16; 1912, 42.12; 1913, 44 29; 1914, 46.99; 1915, 48.01; 1916, 47.3; 1917, 47.0; 1918, 47.3; 1919, 47.8; 1920, 48.0; 1921, 49.5; 1922, 50.2. For November 30, 1923, this percentage was 50.5.

All who are interested in the education of boys and girls must be pleased with this percentage, which is larger than it has ever been. It shows how constantly the tendency of pupils to continue their school attendance is growing.

The average age of the graduates of the grammar schools of January, 1924, was 14 years and 1 month, of June, 1924, 14 years, 2 months, of all, 14 years, 1.7 months. In 1900 the average was 15 years, 2 months.

The number of graduates from the grammar schools during the year was 3,058, including 1,288 in January, and 1,770 in June.

GRADUATES OF GRAMMAR SCHOOLS

Summary by Schools

January, 1924

School No.	1	47
" "	4	68
" "	6	84
" "	8	72
" "	9	76
" "	11	51
" "	12	37
" "	14	50
" "	15	90
" "	17	34
" "	20	46
" "	22	56
" "	23	58
" "	24	131
" "	25	71
" "	27	48
" "	28	90
" "	32	112
" "	34	63
" "	36	4
Total		1,288

June, 1924

School No.	1	68
" "	4	79
" "	6	87
" "	8	68
" "	9	121
" "	11	79
" "	12	87
" "	14	72
" "	15	133
" "	17	78
" "	20	109
" "	22	74
" "	23	61
" "	24	132
" "	25	112
" "	27	53
" "	28	103
" "	32	158
" "	34	90
" "	36	6
Total		1,770

SUMMARY BY SCHOOLS FOR THE YEAR 1924

School No.	1	115
" "	4	147
" "	6	171
" "	8	140
" "	9	197
" "	11	130
" "	12	124
" "	14	122
" "	15	223
" "	17	112
" "	20	155
" "	22	130
" "	23	119
" "	24	263
" "	25	183
" "	27	101
" "	28	193
" "	32	270
" "	34	153
" "	36	10
Total		3,058

HIGH SCHOOLS

While the official enrollment in the high schools is recorded as 6,344, this number does not include those pupils who were graduated from the grammar schools in January and entered the high schools on February 1. On the first of February these pupils had been regarded as enrolled in the elementary schools. This number is, therefore, misleading as it does not include a number of pupils actually in the high schools, nor give a clue to the conditions therein. The total number of pupils actually attending the high schools during the year was 7,459, and the average attendance was 5,449.

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of January, 1924.

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
James H. Ainsworth	83.6	96	2	0
Francis G. Albietz	74.9	94	14	3
Roger E. Anderson	82.2	96	86	1
Walter P. Arioli	93.2	97	58	1
Leo F. Bartley	73.5	95	28	3
Joseph F. Bechtle	76.1	91	34	4
Benjamin Beitel	80.1	94	60	0
George W. Bellis	77.5	95	78	1
Frank J. Bello	74.2	89	89	12
Zolmon Benin	86.0	89	62	4
Paul E. Berlin	90.9	92	130	1
Alfred Bevacqua	73.5	85	98	1
Milton D. Birch	75.5	90	98	8
Herbert Blackman	78.9	86	34	3
Michael J. Bohun	76.0	96	6	0
Isaac Brauer	77.9	89	50	16
Leo Brauer	77.1	87	160	31
James Brooks	73.8	94	38	9
George J. Burinefsky	76.9	86	292	4
Edward T. Burke	74.1	84	110	32
Louis Camisa	78.7	91	44	5
John A. Ciesla	83.0	91	68	11
Louis L. Cohen	77.1	87	69	6
Raymond F. Crotty	74.5	72	142	17
Joseph Cussotti	81.8	90	12	1
Walter C. Czerwinski	72.9	93	34	4
Harold R. Dalton	82.4	96	0	0
Jacob A. Englander	76.2	85	83	1
Joseph A. Esposito	74.3	90	26	11
Francis J. Euring	80.2	95	68	25
Isidore Feinstein	70.7	86	46	0
Thomas F. X. Finnerty	77.0	94	101	5
Edward C. Garrison	75.3	89	159	4
Benjamin A. Gorlin	75.5	96	76	9
Joseph A. Graziano	74.4	96	56	5
Wallace Hamilton	79.5	88	40	6
Henry P. Hayes	76.5	85	78	8
Arthur Henderson	75.4	90	44	0

WILLIAM L. DICKINSON HIGH SCHOOL

NAMES AND RECORDS OF CLASS OF JANUARY, 1924.

(Continued)

NAME	Scholarship	Deportment	Sessions Absent	Times Tardy
Richard A. Hubbard	75.7	88	107	0
Henry G. Jackson	78.1	96	30	0
John A. Jodzio	79.0	93	37	7
Archibald Johnson	75.0	100	14	1
Fred C. Kaltenhauser	76.4	91	30	3
Joseph Kenny	73.0	83	91	15
James E. Kent	75.6	91	50	7
Meyer L. Kimmel	77.5	95	68	14
Roy K. Klebacher	76.0	90	76	0
Walter J. Klink	74.4	84	50	1
Mieczyslaw A. Koprowski	81.2	94	11	4
Harold H. Kronenfeld	77.6	92	12	0
William J. Krossner	81.9	95	28	1
Ralph E. Krueger	87.7	95	14	2
Julius Henry Kukielski	84.0	94	28	5
Bernard L. Kunath	80.6	92	8	0
George W. Lange	75.7	86	16	15
Lazarus P. Lazarides	78.1	94	62	6
Milton Leibowitz	76.0	88	26	3
Frank Leone	81.0	93	46	1
Sol Liebowitz	73.9	86	44	16
William R. Lippincott	76.8	94	32	1
Henry A. Longstaff	73.3	95	130	12
Howard A. Lowensten	72.1	84	96	2
Harold A. Luedeke	77.1	91	4	3
Howard L. Lundvall	76.5	90	50	1
Walter J. McNab	78.7	97	40	4
George H. McCullogh	72.1	92	54	2
Louis Maio	76.0	91	108	12
Milton Mandel	75.9	85	57	0
Armando J. Martini	75.8	90	34	27
Arthur Martini	78.3	95	34	12
Henry A. Matera	74.6	78	30	5
William J. Mulcahey	82.7	95	10	0
Abraham Neuman	80.6	92	99	0
Henry Posner	75.3	79	98	7
George Reich	84.9	90	107	1

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of January, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Daniel G. Richard	78.0	88	20	1
Benjamin Rosen	71.0	91	167	46
Leo Rosenblum	76.6	85	236	36
Samuel J. Rosenthal	84.7	94	87	5
Thomas G. Russoniello	78.3	89	46	3
Harold Schmidhauser	73.9	95	58	0
Donald M. Schorr	76.6	90	54	7
Milton Schwarzstein	81.9	91	108	15
Charles Siegler	78.8	77	101	2
Richard M. Sinakin	76.5	90	80	1
Morris B. Siperstein	72.9	89	209	21
Morris P. Slurzberg	75.3	92	64	6
George F. Soffel	80.9	85	69	2
John H. Sprock	81.3	96	36	1
Victor J. Subenski	74.0	88	108	11
Louis Sussman	81.8	92	34	4
Carl Szasz	80.7	94	40	3
William Thaler	72.8	88	117	17
J. Edward Trinkaus	77.7	94	82	4
George W. Tyne	74.0	92	142	4
Frank E. Uchtmann	76.4	94	14	4
Sheldon I. Van Vliet	77.7	95	100	0
Peter J. Verheyen	75.7	91	14	0
Joseph T. Vertucci	81.7	88	16	0
George E. Wood	83.2	97	2	0
Ida L. Appel	88.8	99	24	0
Edna Means Barr	79.0	92	54	1
Estelle D. Belinkoff	83.5	91	104	4
Esther Bergner	79.4	93	55	2
Marie C. Brinckman	86.0	93	68	1
Alice Bye	87.4	94	88	1
Lillian R. Carroll	75.9	96	12	2
Helen G. Cywinski	74.3	95	117	8
Edna A. Davis	78.6	95	60	11
Marie A. Doscher	81.6	92	70	0
Bettie R. Durchschlag	74.6	90	67	17
Helen D. Eichenbaum	76.0	90	97	15

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of January, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Grace C. Farley	79.4	93	17	1
Lena V. Garrigana	80.0	92	48	0
Ethel W. Gifford	74.5	75	184	9
Mary Gizzi	74.7	95	43	8
May Gold	74.4	88	124	7
Rebecca Grossman	83.4	94	30	1
Julia Harris	73.0	92	158	1
Elizabeth Hayes	75.7	94	68	2
Florence A. Heath	80.3	93	62	0
Isabel J. Jardine	84.9	91	8	1
Marion F. Judge	75.4	93	136	6
Margaret Keaveney	78.2	100	40	1
Gertrude D. Knapp	77.7	92	132	4
Frances H. Lavine	76.7	96	130	2
Henrietta E. Levitou	75.6	94	119	0
Lilyan D. McCann	74.6	86	151	9
Alice G. McNamara	73.8	93	58	3
Lilyan Magelofsky	81.6	98	60	9
Geraldine B. Morris	76.6	88	24	12
Ida Olgin	77.8	92	124	5
Jennie M. Olsen	84.4	94	18	1
Antoinette M. Piserchia	74.8	96	139	16
Adele M. Piskorski	74.2	99	47	1
Leona L. Piskorski	76.4	96	34	5
Florence B. Polo	77.4	92	24	11
Alvine Porsche	84.0	95	93	0
Cathryne A. Ramsey	78.9	95	66	3
Sarah G. Sachs	79.0	95	128	6
Amelia A. Sargia	81.0	94	62	3
Martha Schaefer	79.0	93	14	0
Carolina Schiff	79.8	95	46	11
Antoinette Schneider	76.2	97	12	2
Isabel K. Schrauff	83.1	95	18	0
Sophia Shapiro	76.2	92	112	6
Gertrude Smith	77.6	94	106	7
Helen F. Sperry	75.9	91	271	11
Helen L. Wasilewski	79.2	96	74	4

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of January, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Clara L. Weber	77.0	97	64	0
Beatrice D. Weisenfeld	76.5	93	120	8
Sophie Wilson	79.1	95	79	8
Amelia E. Wolff	79.3	91	24	5

Statistics

Number admitted to class	768
Number graduated	153
Number intending to teach	15
Number entering college	46
Number not tardy	27
Number not absent	0
Number neither tardy nor absent	0
Average age of graduates	17
Average scholarship of graduates	77.09

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of June, 1924.

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Constantine J. Adamiak	77.1	100	6	1
Richard R. Addiss	82.0	90	208	30
Nunzie J. Amabile	74.1	94	28	7
Simmonds L. Aronson	77.7	86	120	1
Julius E. Balchan	75.0	81	71	5
Philip Barbash	78.9	89	76	16
George J. Baumann	79.7	84	110	9
Morris Beitel	79.3	92	54	0
Charles E. Benter, Jr.	79.2	93	104	1
Carl M. Berg	75.7	91	71	8
Samuel Brauer	74.4	91	265	10
David Renfrew Brooks	74.1	91	6	8
Louis Brown	74.8	91	247	0
Henry L. Buck	72.4	91	72	2
Vincent Campana	73.9	94	218	9
Marcus E. Carpenter, Jr.	81.0	93	58	4
Alfred J. Colombo	80.2	95	25	5
Edwin W. Cropley	76.0	86	88	1
Marshall Crowley	88.3	92	80	0
George H. Cunningham	77.8	95	50	3
Gaetano De Fusco	74.3	92	22	0
Dominic Di Pasquale	75.5	94	100	8
Gilbert Dunne	73.2	82	88	9
George Echelman	75.0	90	96	6
James M. Edgar	80.7	90	164	8
James A. Falstrault	76.7	97	26	2
Harry Feith	81.7	92	44	3
Frank Finnerty	76.8	89	104	7
James D. Freglette	76.1	94	109	7
William C. Froude	73.3	93	100	4
Louis R. Galligano	75.9	91	114	16
Charles P. Garbarini	74.6	93	46	2
Joseph Garber	75.8	92	116	11
Walter Garfunkel	75.4	91	194	5
Bernard German	75.3	86	139	18
George A. Gillis	72.3	96	34	10
Edgar A. Gosnell	74.1	92	44	0
Reuben Gottlieb	73.6	96	82	9

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of June, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Nelson A. Grant	73.6	92	24	6
Moe Greiman	78.1	89	98	5
John Grossi	80.6	97	22	1
Stephen H. Harnett	76.5	90	101	5
Sylvan W. Heilbrunn	72.7	88	120	11
George J. Holmeister	78.2	93	21	2
Gustav C. Hollingshead	78.5	97	54	1
John L. Howeth	80.0	93	43	0
C. Alfred Intemann	79.4	91	153	0
Henry J. Jastrebski	73.8	91	50	0
Frank C. Joerg	75.8	88	10	1
Charles J. Johnson	77.2	92	70	1
Christopher Johnson	79.7	95	2	1
Seymour S. Kimmel	74.8	91	125	26
Charles H. Klein	79.8	94	42	15
Joseph Koenig	83.1	93	10	3
Irving Kraut	73.6	89	146	17
Joseph Krumgold	79.8	88	104	18
William F. Kruse, Jr.	76.1	96	100	0
Aaron A. Last	84.0	89	68	0
Fred Lefkowitz	78.6	87	72	2
Joseph M. Lepis	76.1	88	66	7
Michael A. Lepore	72.8	93	10	5
Benjamin Lucarelli	73.4	88	102	14
Edward L. Mailly	75.4	92	99	5
Joseph N. Mastronardi	80.7	91	40	5
David J. Mazlish	85.2	94	90	1
Edward Melich	75.9	77	49	8
Leonard V. Mendelsohn	77.0	81	184	7
Sol M. Nadel	79.3	88	57	1
James Nelligan, Jr.	74.3	89	303	16
J. Herbert Noll	81.6	91	44	1
Joseph S. Novick	75.4	84	74	5
Axel C. Nystrom	81.3	92	26	1
David L. Oshrin	80.1	86	95	3
David M. Oshrin	79.0	87	116	0
Alphonse J. Pasznik	76.1	89	0	0

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of June, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Charles M. Pennacchio	71.6	93	87	9
Edmond F. Peterson	77.7	94	20	0
Julius J. Poliakoff	73.6	86	36	1
Carl H. Praetorius	78.5	89	74	2
Theodore Rabinowitz	75.0	86	183	7
David J. Ramsey	84.7	97	74	1
Sydney W. Riker	82.6	93	12	2
Alfred G. Ritzdorf	76.7	93	56	0
Charles B. Roede	84.3	93	78	0
John P. Roepke	72.4	86	174	10
Henry J. Rolfs	74.0	90	10	6
Charles A. Rosener	80.5	95	78	2
William A. Roth	77.7	89	80	3
Edward V. Ryan	77.7	90	58	23
Robert Ryan	74.2	92	80	18
Howard J. Schack	74.0	97	12	1
Frank J. Schmidtt	76.6	89	36	0
Louis Schwartz	77.0	90	58	0
William J. Siebold	79.0	95	68	0
Philip V. Smith	81.3	96	69	1
Andrew C. J. Spring	76.6	84	69	8
Edward J. Stammer	82.1	93	0	2
Louis Steisel	73.5	88	141	23
Nathan Stillman	78.5	87	56	9
Walter A. Suvelin	76.9	94	28	2
Nathan Teitelbaum	76.4	92	70	1
George D. Turner	78.0	89	40	3
Edmond A. Utkewicz	76.0	86.4	58	4
Charles B. Vogelsang	78.0	92	52	4
Edward M. Waihoji, Jr.	74.8	88	106	5
Stewart N. Walker	75.3	90	0	0
Abraham Walton	73.6	94	44	0
Elsworth Ward	76.7	89	94	5
William T. Watson	76.9	90	213	11
William A. Winquist	77.4	92	34	5
Alfred E. Wolf	89.3	97	12	0
William M. Zakrzewski	77.5	90	74	14

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of June, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Bernard Zeilengold	75.1	85	169	23
Jessie Abramowitz	75.9	90	80	3
Frieda I. Abramson	80.3	97	70	0
Gladys L. Acker	75.7	87	26	9
Helen Alankoff	85.7	86	60	14
Edwina C. Aque	80.9	96	72	9
Anna J. Arlinghaus	89.1	89	20	2
May H. Aronsohn	88.9	97	163	15
Carmilla M. Auriemma	73.9	91	112	5
Grace M. Austin	80.2	91	4	1
Odette Belier	84.0	100	46	1
Lillian L. Berger	81.3	88	148	1
Rose Berger	80.4	94	58	4
Ida Bodner	84.4	93	94	1
Rose Bookman	85.7	96	64	0
Josephine A. Bose	87.7	96	6	1
Kittie-May Cain	88.0	96	58	0
Jenorah H. Canning	78.5	87	123	11
Ida Chenkin	74.8	85	42	7
Dorothy E. Clark	74.6	88	70	4
Eleanor Q. Cole	76.6	91	72	4
Beatrice C. Kagan	76.1	89	94	2
Clara Cohen	79.8	92	49	4
Helen Cohn	81.7	93	126	5
Ida F. Cohn	77.7	91	79	2
Margaret M. Connolly	82.0	96	52	8
Clara S. Cook	77.8	95	36	0
Georgeana I. Cooke	78.1	89	129	15
Rachel C. De Fusco	76.1	96	69	0
Hilda M. Della Corte	80.1	92	7	2
Lucy N. Di Nardo	74.0	94	64	20
Hattie L. Drelich	84.4	95	108	1
Reva L. Drelich	77.5	96	78	2
Frances Durchschlag	75.7	93	48	4
Estelle Durk	84.9	92	40	5
Anna Eisenberg	77.0	95	68	4
Yetta Eisenberg	78.4	89	30	7

WILLIAM L. DICKINSON HIGH SCHOOL

NAMES AND RECORDS OF CLASS OF JUNE, 1924.

(Continued)

NAME	Scholarship	Deportment	Sessions Absent	Times Tardy
Margaret E. Enright	78.6	93	47	2
Lucille V. Esposito	81.2	94	28	5
Pauline E. Farber	85.1	93	41	6
Kathryn L. Finley	77.4	93	48	1
Hilda C. Fliegel	84.9	95	66	7
Margaret T. Flynn	84.3	90	9	17
Alice H. Frey	77.5	89	54	1
Salome M. Gebhard	79.0	93	64	1
Edith Goldstein	77.8	92	113	1
Mary E. Gross	76.0	94	244	22
Ruth E. Hackenberg	82.5	96	84	1
Helen A. L. Hacker	86.1	96	20	0
Agnes D. Halloran	76.7	93	40	1
Violet Halse	85.4	94	129	7
Nellie B. Hardy	76.2	94	216	1
Edith C. Hatch	78.2	95	30	3
Alice C. Heck	81.2	90	34	3
Anna G. Hedberg	80.4	92	18	7
Jessie B. Heinl	81.2	95	18	4
Alice V. Hoffman	74.5	92	48	1
Ella C. Hogan	77.8	92	14	0
Luciellea D. Holste	77.8	92	14	0
Florence L. Houlihan	74.4	92	66	22
Gertrude E. Hovey	77.7	88	74	11
Gladys James	81.0	94	96	12
Mamie Kastleman	75.0	87	171	16
Adelaide B. King	76.4	92	148	0
Anne E. Koetter	77.0	85	124	20
Anna Kook	79.1	96	136	20
Charlotte Krauser	78.6	87	82	1
Mareb G. Kromer	79.0	93	76	2
E. Rita Linehan	80.4	93	52	1
Bertha E. Ludin	81.1	90	6	0
Selma Lurye	84.8	96	131	0
Kathleen M. McCann	77.1	86	136	14
Helen R. McCarthy	77.0	95	80	3
Manona M. McNamara	83.7	95	34	3

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of June, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Anna T. McPartland	76.0	93	46	1
Ellen M. McPartland	80.7	90	14	10
Lillian R. Marrese	78.8	95	51	5
Edna Meltzer	79.4	95	60	6
Reave H. Mendelsohn	81.5	94	44	8
Eleanor H. Mercker	78.2	93	74	4
Ruth S. Meury	83.7	96	46	6
Martha M. Minarick	77.0	94	72	6
Rose M. Nissle	89.9	94	49	0
Gladys Noonan	83.6	93	42	1
Bertha Nydick	77.2	93	85	2
Rose E. Ogush	92.0	97	72	2
Helen Parness	85.6	96	69	3
Vera M. Pendergast	83.0	98	184	0
Ruth Pesin	78.2	94	54	12
Evelyn H. Platt	78.6	91	96	4
Edna M. Portner	72.7	95	78	20
Dora F. Pregoshen	75.4	97	369	0
Viola M. Purves	78.6	96	26	17
Mary E. Raccuia	79.4	98	96	3
Fannie N. Ray	78.8	89	66	1
Marie E. Reilly	77.9	94	28	0
Anna Richter	82.9	94	76	1
Lillian Rolnick	75.2	94	161	28
Agnes G. Rose	79.1	96	78	5
Anna Rosenblum	80.8	94	127	1
Fannie Rosenblum	79.1	96	76	3
Zelda Y. Roth	87.1	98	84	0
Myrtle E. Rowe	78.8	92	102	2
Dorothy R. Scanlon	73.2	86	280	9
Marion M. Schenck	77.0	94	46	5
Irene R. Schlossberg	79.3	88	12	2
Loretta Schupferling	76.0	91	15	0
Esther Sinakin	86.3	96	93	2
Helen I. Skalmoski	77.2	95	32	14
Marion W. Smith	85.3	91	159	11
Eleanor V. Snellgrove	82.5	96	310	1

WILLIAM L. DICKINSON HIGH SCHOOL

Names and Records of Class of June, 1924.

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Anna C. Sullivan	80.3	95	8	0
Anna W. Sullivan	74.7	93	230	0
Eleanor Thalmann	77.1	96	93	2
Rebecca Todd	89.3	95	96	0
Lillian B. Wagner	84.1	89	120	11
Stella Wanderer	77.4	93	560	17
Evelyn A. Wehrhan	78.2	97	78	0
Grace L. Weller	76.5	96	116	13
Daisy Werblowsky	80.7	96	79	8
Ethel Werther	81.0	95	109	1
Katherine S. Wikander	81.5	97	2	0
Georgia B. Williams	72.0	97	26	14
Anna M. Wolfe	80.9	95	110	6

Statistics

Number admitted to class	868
Number graduated	236
Number intending to teach	36
Number entering college	125
Number not tardy	42
Number not absent	3
Number neither tardy nor absent	2
Average age of graduates	17.19
Average scholarship of graduates	78.65

LINCOLN HIGH SCHOOL

Names and Records of Class of January, 1924.

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Lester M. Archambeau	80.7	88.5	68	3
John J. Baker	75.5	84.9	268	2
John G. Brandt	74.7	87.6	11	0
Stephen C. Bubier	74.3	84.5	250	12
Raymond H. Carey	76.1	77.1	93	2
John I. Cerf	80.	84.7	66	2
Gerald A. Donnelly	87.6	91.	18	0
Joseph Donnelly	74.1	85.	176	6
Max Finkelstein	87.6	82.5	79	6
Leon Fire	83.8	83.2	34	0
Joseph R. Ganci	75.4	84.	64	1
Frank Goldin	78.1	85.7	63	6
Sydney Gordon	77.7	81.5	173	0
Charles Grieb	75.1	85.5	22	0
George A. Hagberg	76.5	88.	17	1
James L. Hoffman	76.9	82.6	32	9
Gerald R. Hough	74.1	84.	46	0
Walter H. Husch	73.9	81.5	132	1
Alfred T. Manacher	81.1	81.7	114	7
Abraham B. Miller	82.5	86.2	135	1
William H. Naething	78.8	84.6	110	5
Meyer Pashelinsky	76.5	86.2	153	6
Sidney Rosenstein	73.5	79.2	92	5
Elmer J. Ruby	78.3	86.3	50	0
James O. Rutherford	77.6	85.5	52	0
Charles Simpson	76.9	87.	60	0
Joseph W. P. Smith	75.3	87.7	218	2
John Stanaway	72.5	84.5	112	2
Henry T. Stuhr	87.1	91.	12	1
Walter Weiter	80.2	86.7	64	0
C. Alfred Wilson	76.3	83.5	62	0
John W. Wittpenn	74.6	83.5	176	6
Morris Yulinsky	76.6	84.2	89	1
Grace E. Baldwin	78.2	85.2	8	0
Lillian M. Brennan	80.4	83.2	30	1
Elizabeth M. Buckenmaier	75.6	86.7	4	0
Audrey I. Calvin	80.8	89.8	126	0
Anna H. Daniher	76.3	88.0	134	0
Josephine Desmond	72.4	88.2	160	3
Edith M. Douglass	78.9	85.0	96	1
Ruth Dunbrack	80.1	89.8	24	0
Adelaide Fiegura	74.2	87.0	60	0

LINCOLN HIGH SCHOOL

Names and Records of Class of January, 1924

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Florence Hagberg	85.1	88.6	12	0
Silvie P. Hill	83.9	89.8	62	0
Blanche Hood	82.6	86.5	36	0
Alice Jordan	75.2	89.5	94	0
Dorothy A. Kendall	85.7	88.7	12	0
Fanny A. Kriegel	75.6	81.5	176	10
Maria Kuyl	75.7	88.7	120	1
Esther A. L. Lipschultz	77.8	86.	158	15
Emma Lutjen	86.7	90.	104	0
Helen B. McCabe	75.2	89.8	214	0
Lillian J. McEntee	75.4	89.	79	1
Doris McGackin	75.2	88.2	150	0
Elsie Marmorstein	77.1	88.6	168	0
Agnes Nagle	73.1	87.8	160	12
Dianah Poliakoff	74.7	87.3	72	2
Hortense C. Poyas	79.5	87.	0	0
Dorothy G. Pritchard	79.3	85.	29	2
Dorothy M. Reynolds	76.6	88.	74	2
Helen M. Rogers	73.8	86.5	22	0
Anita Rosenstein	75.1	87.3	76	2
Ellen P. Rutherford	79.8	89.2	31	0
Elsie Schmollinger	75.	89.8	22	0
Henrietta Schoenwetter	74.7	84.	83	5
Mildred Smith	74.5	85.	100	5
Ruth A. Stewart	77.7	83.5	52	0
Helen L. Van Alst	77.	86.2	105	1
Lillian Walser	77.2	84.5	16	0
Grace E. Wilber	77.9	89.	64	0
Cornelia R. Woodward	75.7	89.1	56	0

Statistics

Number admitted to class	212
Number graduated	71
Number intending to teach	19
Number entering college	38
Number not tardy	34
Number not absent	1
Number neither tardy nor absent	1
Average age of graduates	18.05
Average scholarship of graduates	77.8

LINCOLN HIGH SCHOOL

Names and Records of Class of June, 1924

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
John Abrams	81.1	88.2	46	0
Charles Balfour	76.2	86.5	96	10
Eugene Artaserse	74.2	84.0	56	1
Robert Biffar	74.2	85.1	20	0
Adrian Budd	72.6	86.4	84	1
Enrico Caroselli	77.6	81.4	80	10
Isadore Cheplovitz	75.7	81.0	48	4
Thomas C. J. Corrigan, Jr.	74.5	87.1	48	0
Thomas C. Davis	82.2	85.2	0	0
Henderson S. Dunn	80.7	88.2	90	3
Norbert Eich	82.9	84.7	0	0
Anthony A. Famiglietti	77.9	84.5	20	0
William Feller	84.4	85.7	42	0
Paul B. Gatov	79.3	83.5	56	5
Henry R. Heeren	81.8	86.0	59	6
Andrew Jackson	78.1	88.2	224	1
John A. Jinoch	77.0	81.7	5	4
Benjamin Kaplan	76.9	87.3	52	3
Edward Kelly	80.9	86.5	14	2
John E. Keogh	77.7	83.5	92	0
Charles H. Knoop	78.4	88.7	42	0
Harold Kolovsky	86.2	86.5	91	5
Alan Kraut	76.2	82.7	113	0
Abraham Kurtz	77.1	81.3	22	5
Joseph G. Lachnicht	74.1	82.0	6	5
Ellis Levitov	76.3	84.5	44	1
Albert Lockman	75.4	79.5	44	0
James F. Lorello	76.7	83.6	38	2
Howard C. Malcolm	74.3	84.6	52	3
Sidney Mandel	81.6	85.2	122	1
Sol Mendelson	78.2	83.5	63	4
Theodore Miles	87.3	89.2	162	2
Ernest J. Monteleone	74.9	83.1	51	0
Charles R. Nichols	81.7	85.2	0	0
William J. P. Nickel	80.6	82.5	0	0
Henry M. Parker	76.0	86.8	116	8
Harold H. Perlenfein	83.5	85.7	32	1
Meyer Rich	81.1	88.2	40	1

LINCOLN HIGH SCHOOL

Names and Records of Class of June, 1924

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Alfred M. Sadler	83.6	86.2	26	0
Morton I. Singer	74.4	79.9	208	5
Richard Steinmetz	83.9	88.0	26	1
Phillip L. West	79.0	85.1	70	2
Irvin Whitehill	81.7	86.7	32	0
Stanley C. Wikander	76.3	87.2	4	1
Edward Wood	84.4	85.5	62	2
Marion G. Adams	77.8	89.0	121	1
Helen M. Anderson	75.1	87.0	134	0
Agnes W. Barr	76.5	86.2	105	0
Beatrice L. Brodhead	87.0	89.2	71	0
Fredericka C. Brown	75.4	89.3	6	0
Lillian B. Brown	75.1	89.5	59	0
Doris P. Burger	78.2	87.5	42	0
Marie Byrne	74.7	85.2	25	0
Virginia H. Chapman	86.1	87.0	64	1
Angela V. Contey	78.1	88.7	92	0
Teresa Contey	75.1	88.0	112	0
Lucretia Creveling	76.1	85.2	21	0
Mary J. Egan	76.7	86.0	52	0
Alice G. Elder	76.7	89.1	168	1
Ida A. Epstein	80.7	84.7	120	0
Grace E. Estelle	75.4	87.1	82	0
Barbara M. Ferguson	81.6	83.2	51	2
Ruth Foller	76.0	87.5	91	2
Eleanor Fouratt	80.6	86.7	16	1
Calantha W. Freeman	77.2	89.5	32	1
Rose Friend	82.1	89.7	107	0
Mildred D. Gaffney	77.0	88.5	127	0
Eva W. Gershon	76.2	87.3	155	7
Gertrude Goldstein	74.1	85.2	330	11
Minna Greenstein	78.0	86.1	114	6
Dorothy E. Hallinger	72.1	86.1	164	5
Leanore J. Heller	75.9	83.6	304	9
Lillian Holstein	76.7	85.0	64	0
Miriam Jacobowitz	75.6	84.4	100	3

LINCOLN HIGH SCHOOL

Names and Records of Class of June, 1924

(Continued)

Name	Scholarship	Deportment	Sessions Absent	Times Tardy
Margaret C. Jelliffe	79.6	89.2	51	1
Sarah V. Kelly	79.6	88.5	10	0
Anna M. Kuhn	75.3	86.6	184	2
Hilda Lord	88.3	90.0	52	0
Irene Mann	76.8	86.4	57	0
Pearl K. Maps	80.6	87.2	66	1
Sylvia Margulies	79.3	88.2	36	0
Gilda Martoglio	75.9	88.0	94	1
Claire C. Marzahl	74.8	89.3	48	0
Beatrice Max	77.0	83.5	76	0
Edith M. Maynard	83.8	89.7	77	0
Dorothy G. Moore	80.2	88.2	90	1
Helen L. Nelson	80.1	84.5	54	4
Helen O'Brien	92.2	93.7	12	1
Ellenor A. Olsen	76.6	88.2	26	0
Lugene M. Peacock	76.6	86.7	77	0
Constance A. Pettinato	78.2	86.2	2	0
Mary P. Pierre	76.3	87.7	95	1
Anna M. Piserchia	80.5	89.3	110	1
Mildred Port	75.0	81.2	99	4
Rosalind Pouncey	76.6	89.3	266	0
Bessie R. Pullman	76.3	87.3	282	2
Anna M. Ricketts	81.4	89.7	26	0
Eleanor Roberts	82.5	88.7	83	0
Victoria Rowe	76.4	88.5	106	3
Helen U. Scheussler	77.9	86.2	4	1
Virginia A. Shanahan	77.2	87.0	18	0
Helen I. Simpson	79.7	89.0	15	1
Florence A. Smith	89.7	89.5	32	0
Gertrude R. Stein	77.3	79.5	144	16
Mary E. Streeter	87.2	90.0	80	0
Victoria E. Sutphen	75.3	86.2	12	0
Ruth Suvelin	85.4	89.7	14	0
Dorothy Van Wynen	77.4	85.2	101	5
Elinore E. Wallace	80.1	84.5	26	1
Lorene A. Weissenborn	80.8	88.7	262	0
Muriel V. Wilson	75.4	87.2	52	0

HENRY SNYDER JUNIOR HIGH SCHOOL

Statistics

Number admitted to class	322
Number graduated	111
Number intending to teach	19
Number entering college	39
Number not tardy	52
Number not absent	4
Number neither tardy nor absent	4
Average age of graduates	17.45
Average scholarship of graduates	78.8

GRADUATES OF TRAINING SCHOOL

January, 1924.

Helen N. Cronin
Mary C. Cunliffe
Helen V. Gormley
Catherine A. Griffin
Katherine V. Kenny
Grace H. Kingsbury
Beatrice A. Le Craft
Marie A. McSpirit
Dorothy Mostowitz
Hilda E. Riggs
Grace M. Rusch

June, 1924.

Julia B. Asbury
Viola R. Bice
Margaret Bising
Edna Bramsen
Edna H. Clarke
Marie T. Cleary
Julia F. Costello
Kathleen V. Delaney
Vera M. Dinnick
Rita E. Finn
Inez M. Gillen
Rose M. Kelleher
Selma C. Kugler
Marion C. McAuliffe
Mary E. McCarthy
Winifred M. McNeil
Alice R. Mahoney
Consuelo D. Maroney
Helen A. Morris
Hallie M. Murray
Helen A. Murray
Lillian P. C. Older
Alice V. Poynton
Elsie H. Reichert
Helen B. Sinon
Sarah E. Stillman
Wilhelmina Stockhammer
Catherine G. Sullivan
Ida H. Udinsky
S. Elizabeth Youmans

TEACHERS' TRAINING SCHOOL, JERSEY CITY, N. J.

TIME-TABLE FOR TERM COMMENCING FEBRUARY 11, 1924

GRADE 1-A

	8.45 a. m. to 10 a. m.	10 a. m. to 11 a. m.	11 a. m. to 11.45 a. m.	1 p. m. to 2 p. m.	2 p.m. to 3.15 p.m.
Mon.	PSYCHOLOGY	HISTORY OF EDUCATION	OBSERVATION	SPEECH IMPROVEMENT	NATURE
Tues.	OBSERVATION	PHYSICAL TRAINING	DRAWING	PSYCHOLOGY	HISTORY OF EDUCATION
Wed.	HISTORY OF EDUCATION	REPORTED LESSONS	PSYCHOLOGY	PENMANSHIP	OBSERVATION
Thurs.	LANGUAGE	OBSERVATION	CIVICS	MUSIC	GEOGRAPHY
Fri.	NUMBER	KINDERGARTEN	HYGIENE	OBSERVATION	EDUCATIONAL HANDWORK

GRADE 1-B

	8.45 a.m. to 10 a.m.	10 a.m. to 11 a.m.	11 a.m. to 12 m.	1 to 2 p.m.	2 p.m. to 3.15 p.m.
Mon.	OBSERVATION	PHYSICAL TRAINING	KINDERGARTEN	NATURE	SPEECH IMPROVEMENT
Tues.	1–ELEMENTS OF PEDAGOGY 2–DRAWING	1–DRAWING 2–ELEMENTS OF PEDAGOGY	1–LANGUAGE 2–PENMANSHIP	1–PENMANSHIP 2–LANGUAGE	OBSERVATION
Wed.	1–NUMBER 2–ELEMENTS OF PEDAGOGY	1–ELEMENTS OF PEDAGOGY 2–NUMBER	OBSERVATION	1–EDUCATIONAL HANDWORK 2–HYGIENE	1–HYGIENE 2–EDUCATIONAL HANDWORK
Thurs.	1–ELEMENTS OF PEDAGOGY 2–ILLUSTRATIVE LESSONS	HISTORY	1–ILLUSTRATIVE LESSONS 2–ELEMENTS OF PEDAGOGY	OBSERVATION	MUSIC
Fri.	1–GEOGRAPHY 2–ELEMENTS OF PEDAGOGY	OBSERVATION	1–ELEMENTS OF PEDAGOGY 2–GEOGRAPHY	1–REPORTED LESSONS 2–LANGUAGE	1–LANGUAGE 2–REPORTED LESSONS

VOCATIONAL DEPARTMENTS

State-aided vocational departments are maintained in Schools Nos. 24, 25, and 32. It is the aim, in general, to secure for these schools the attendance of boys and girls whose circumstances are such that they are not likely to attend the High Schools. The course of study is designed to ascertain their fitness for particular lines of work, and to lay the foundation, in their training, for skill in industrial occupations. For the purpose of carrying out this policy, pupils have the opportunity for training in several lines of handwork, and, at the same time, for receiving correlative academic instruction, which, while it is to a certain extent specialized, and adapted to the handwork, is equivalent in scope to that received by other elementary school pupils. The course in these departments covers two years. The special work includes woodworking, machine shop work, and printing for boys, and all forms of sewing and dressmaking, and household economy, including cooking, for girls.

In addition to the Vocational Schools maintained in the schools mentioned above, the Evening Technical and Industrial School is also a state-aided Vocational School.

SPECIAL CLASSES

These classes are designated as "Ungraded Special Classes." They include a class for delinquents, thirteen for pupils mentally defective, one for pupils defective in sight, two for pupils defective in hearing, six for backward pupils, and five for the anaemic. As many of these classes have been maintained as could be accommodated in our schools. It is true that many more should be provided. They are established as rapidly as we find accommodations for them.

This year, a special class known as a "Ship Class," was maintained in School No. 10, for the instruction of children recently arrived in this country who could not speak English.

One hundred three pupils, suffering from defects in speech, received special instruction from the Supervisor. Of these fifty-eight were cured and forty-five were improved.

In addition to the special classes above mentioned, the Hospital School, No. 36, or school for crippled children, has been maintained. In this school 137 children were in attendance during the past year. They are, of course, transported to and from school, and provided with a lunch at noon.

PUBLIC SCHOOL NO. 5

CONTINUATION SCHOOLS

A Continuation School for pupils of elementary grade was maintained in School No. 25, and one for pupils of high school grade in the William L. Dickinson High School. Pupils under sixteen years of age who are employed are required to attend Continuation School one day of six hours each week for thirty-six weeks.

CONTINUATION SCHOOLS

School Year, 1923-1924

School	Total Enrollment			Average Attendance			Pupil Hours Instruction During the Year		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Wm. L. Dickinson High	245	359	604	90	171	261	19,811	37,230	57,041
No. 25	371	506	877	160	256	416	34,668	53,840	88,508
Totals	616	865	1,481	250	427	677	54,479	91,070	145,549

EVENING SCHOOLS

Term of 1923-1924

School	Total No. Enrolled			Average Register			Average Attendance			Percentage of Attendance		
	Males	Females	All	Males	Females	All	Males	Females	All	Males	Females	All
Evening Commercial High	724	578	1302	361	293	654	278	216	494	77.0	73.7	75.5
Tech. and Industrial High	940	455	1395	398	134	532	295	101	396	74.1	75.3	74.4
No. 1	137	68	205	85	46	131	58	33	91	68.2	71.7	69.4
" 8	356	189	545	183	112	295	150	92	242	81.9	82.1	82.0
" 9	180	70	250	90	47	137	58	35	93	64.4	74.4	67.8
" 11	245	200	445	135	88	223	116	75	191	85.9	85.2	85.6
" 14	233	124	357	112	74	186	86	56	142	76.7	75.6	76.3
" 20	212	66	278	113	39	152	92	31	123	81.4	79.4	80.9
" 22	99	30	129	58	18	76	43	14	57	74.1	77.7	75.0
" 32	269	177	446	169	94	263	126	67	193	74.5	71.2	73.3
Totals	3395	1957	5352	1704	945	2649	1302	720	2022	76.4	76.1	76.3
Totals Last Year	2801	1745	4546	1526	986	2512	1039	626	1665	68.0	63.4	66.2
Increase	594	212	806	178	....	137	263	94	357	8.4	12.7	10.1
Decrease	....	....	....	....	41	....	....	....	....	....	....	....

Evening Commercial High School opened October 22, 1923; closed April 15, 1924—90 sessions.

Technical and Industrial Evening High School opened October 22, 1923; closed April 15, 1924—90 sessions.

Elementary Evening Schools opened October 22, 1923; closed March 28, 1924—80 sessions.

TOTAL ENROLLMENT

	MALES	FEMALES	ALL
1914-1915	2,783	2,071	4,854
1915-1916	2,526	1,637	†4,163
1916-1917	2,551	1,500	‡4,051
1917-1918	2,770	1,910	¶4,680
1918-1919	1,942	1,019	**2,961
1919-1920	2,619	1,217	††3,836
1920-1921	2,568	1,362	‡‡3,930
1921-1922	3,106	1,684	***4,790
1922-1923	2,801	1,745	*4,546
1923-1924	3,395	1,957	¶¶5,352

AVERAGE REGISTER

	MALES	FEMALES	ALL
1914-1915	1,689	907	2,596
1915-1916	1,384	922	2,306
1916-1917	1,361	784	2,145
1917-1918	1,347	902	2,249
1918-1919	895	417	1,312
1919-1920	1,270	556	1,826
1920-1921	1,320	711	2,031
1921-1922	1,659	929	2,588
1922-1923	1,526	986	2,512
1923-1924	1,704	945	2,649

AVERAGE ATTENDANCE

	MALES	FEMALES	ALL
1914-1915	1,139	588	1,727
1915-1916	939	590	1,529
1916-1917	884	520	1,404
1917-1918	1,000	663	1,663
1918-1919	570	317	887
1919-1920	912	412	1,324
1920-1921	912	442	1,354
1921-1922	1,182	613	1,795
1922-1923	1,039	626	1,665
1923-1924	1,302	720	2,022

†Does not include 1,407 pupils who enrolled, but did not attend.
‡Does not include 1,519 pupils who enrolled, but did not attend.
¶Does not include 1,615 pupils who enrolled, but did not attend.
**Does not include 546 pupils who enrolled, but did not attend.
††Does not include 976 pupils who enrolled, but did not attend.
‡‡Does not include 877 pupils who enrolled, but did not attend.
***Does not include 1,299 pupils who enrolled, but did not attend.
*Does not include 1,503 pupils who enrolled, but did not attend.
¶¶Does not include 1,044 pupils who enrolled, but did not attend.

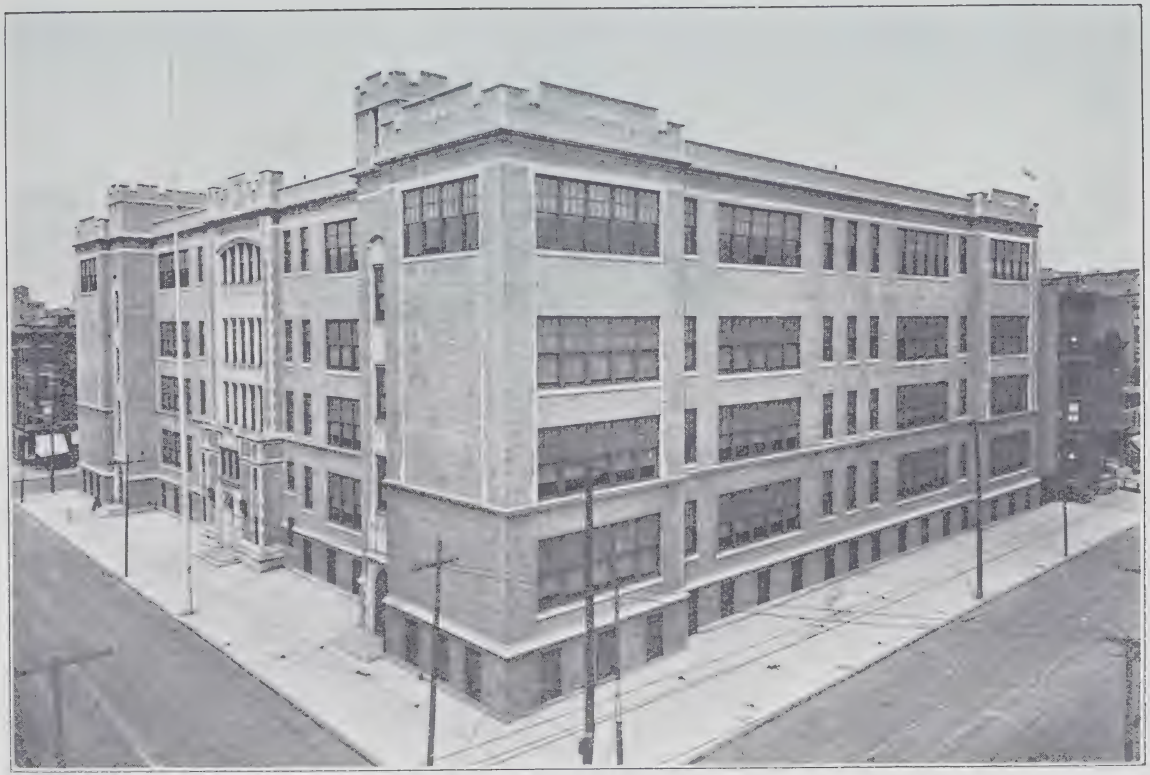
PERCENTAGE OF ATTENDANCE

	MALES	FEMALES	ALL
1914-1915	67.4	64.8	66.5
1915-1916	67.8	63.9	66.3
1916-1917	64.9	66.2	65.4
1917-1918	74.2	73.5	73.9
1918-1919	63.7	76.0	66 0
1919-1920	71 8	74.1	72.5
1920-1921	69.0	62.1	66.6
1921-1922	71.2	65.9	69.3
1922-1923	68.0	63.4	66.2
1923-1924	76.4	76 1	76.3

DISTRIBUTION OF ATTENDANCE

Number enrolled, who did not attend any session	1,044
" attending one session only	111
" " two	155
" " three	133
" " four	153
" " five	135
" " six	157
" " seven	148
" " eight	129
" " nine	107
" " ten	117
" " eleven	121
" " twelve	107
" " thirteen	87
" " fourteen	113
" " fifteen	101
" " sixteen	96
" " seventeen	109
" " eighteen	93
" " nineteen	111
" " twenty	108
" " twenty-one	80
" " twenty-two	81
" " twenty-three	76
" " twenty-four	79
" " twenty-five	87
" " twenty-six	70
" " twenty-seven	87
" " twenty-eight	53
" " twenty-nine	58
" " thirty	72
" " thirty-one	52
" " thirty-two	43
" " thirty-three	61
" " thirty-four	53
" " thirty-five	45
" " thirty-six	46
" " thirty-seven	48
" " thirty-eight	46
" " thirty-nine	39
" " forty	50
" " forty-one	52
" " forty-two	54
" " forty-three	34
" " forty-four	37

Number attending	forty-five	44
" "	forty-six	48
" "	forty-seven	36
" "	forty-eight	33
" "	forty-nine	32
" "	fifty	37
" "	fifty-one	30
" "	fifty-two	26
" "	fifty-three	27
" "	fifty-four	30
" "	fifty-five	38
" "	fifty-six	26
" "	fifty-seven	37
" "	fifty-eight	30
" "	fifty-nine	30
" "	sixty	46
" "	sixty-one	32
" "	sixty-two	31
" "	sixty-three	32
" "	sixty-four	42
" "	sixty-five	32
" "	sixty-six	45
" "	sixty-seven	53
" "	sixty-eight	36
" "	sixty-nine	43
" "	seventy	32
" "	seventy-one	36
" "	seventy-two	46
" "	seventy-three	45
" "	seventy-four	53
" "	seventy-five	55
" "	seventy-six	35
" "	seventy-seven	47
" "	seventy-eight	60
" "	seventy-nine	53
" "	eighty	69
" "	eighty-one	12
" "	eighty-two	16
" "	eighty-three	18
" "	eighty-four	21
" "	eighty-five	12
" "	eighty-six	16
" "	eighty-seven	10
" "	eighty-eight	15
" "	eighty-nine	7
" "	ninety	4
Total		6,396



PUBLIC SCHOOL NO. 37

NATIONALITY OF EVENING SCHOOL PUPILS

TERM OF 1923-1924

COUNTRY	Evening Commercial High School	Evening Tech. and Indus. High School	Evening School No. 1	Evening School No. 8	Evening School No. 9	Evening School No. 11	Evening School No. 14	Evening School No. 20	Evening School No. 22	Evening School No. 32	Totals
Argentina	1										1
Armenia	1					3		5			9
Austria	5	9	30	14	11	8	5	3	2	4	91
Belgium				1							1
Brazil							1				1
Bulgaria			1								1
Canada	3	1				2	1				7
Chile				1							1
Costa Rica		1						1			2
Cuba	1	1		3	2	3					10
Czecho Slovakia	1	4	3	4		2	1		18	5	38
Denmark		1		4		4	7	1	1		18
East Indies							2				2
Egypt						1					1
England	12	23		2			2	2	1		42
India			3		3						6
Singapore			1								1
Esthonia			1								1
Finland	1	1				1	13	35	1		52
France	2	4		6	1		2			1	16
Germany	12	41	22	307	10	85	55	68	9	16	625
Greece	2	1	3			4	1	5		7	23
Holland	4		1	15	1	4		3		3	31
Hungary		2	3	6		1	13			5	30
Ireland	15	34	2		3		2	4		5	65
Italy	21	62	7	41	146	90	29	44	24	79	543
Jugo-Slavia	1						2				3
Latvia			1				2				3
Lithuania		3		1	2		3			4	13
Norway	3	3	1	5		10	14	17	1		54
Poland	8	49	53	9	26	29	25	8	24	66	297
Portugal			3			3	8			1	15
Cape Verde Island			1								1
Roumania			1	1			3			5	10
Russia	16	8	25	35	14	13	39	19	14	42	225
Santo Domingo							1				1
Scotland	14	29									43
Spain		2	2		4	11	15				34
Sweden	2	6		17		13	14	20	9		81
Switzerland	2	3		13		7	1	1			27
Syria	1		1								2
Turkey	1			3		2				3	9
Ukrania		2	1	3		2					8
United States	1171	1105	39	54	27	147	90	42	25	199	2899
Porto Rico	2						6				8
Uruguay										1	1
Totals	1302	1395	205	545	250	445	357	278	129	446	5352

SUMMER SCHOOLS

Term of 1923

Elementary Schools	Number Enrolled			Average Attendance			No. Examined	No. Promoted	No. of Teachers
	Boys	Girls	Total	Boys	Girls	Total			
No. 1	353	337	690	248	240	488	447	161	17
" 3	216	192	408	154	142	296	272	90	12
" 6	221	149	370	158	113	271	247	86	11
" 9	434	465	899	229	286	515	421	130	23
" 11	239	168	407	168	127	295	269	89	15
" 14	287	254	541	200	185	385	349	118	15
" 15	177	147	324	149	118	267	254	140	12
" 20	254	214	468	169	161	330	299	89	14
" 23	283	213	496	171	132	303	249	78	15
" 24	199	150	349	151	119	270	251	81	13
" 25	228	170	398	173	129	302	281	140	13
" 28	254	155	409	209	132	341	312	154	12
" 32	757	700	1,457	540	493	1,033	876	282	39
" 34	199	153	352	169	135	304	284	140	14
Totals	4,101	3,467	7,568	2,888	2,512	5,400	4,811	1,778	225
High School	428	435	863	344	369	713	†224	48	11
							§77	37	
							*363	176	
							**75	38	
							***137	71	
							‡79	37	
							‡‡194	109	
							#47	28	
Totals	4,529	3,902	8,431	3,232	2,881	6,113	6,007	2,322	236

†Algebra. §Geometry. *English. **Spanish. ***Latin.
‡French. ‡‡History. #Physics.

SUMMER SCHOOLS

Term of 1924

Elementary Schools	Number Enrolled			Average Attendance			No. Examined	No. Promoted	No. of Teachers
	Boys	Girls	Total	Boys	Girls	Total			
No. 1	350	432	782	296	356	652	577	185	21
" 3	203	182	385	170	140	310	280	97	12
" 6	216	198	414	162	153	315	274	148	13
" 8	221	163	384	170	124	294	270	120	14
" 9	359	377	736	257	283	540	467	102	24
" 11	241	228	469	172	159	331	290	91	15
" 14	240	224	464	181	176	357	336	135	14
" 20	230	240	470	177	196	373	337	110	16
" 22	224	192	416	184	160	344	302	69	15
" 23	333	322	655	249	234	483	399	144	20
" 24	289	221	510	230	177	407	346	110	16
" 25	157	129	286	134	110	244	226	116	12
" 27	133	111	244	100	89	189	154	46	9
" 29	148	105	253	109	81	190	168	63	7
" 32	749	690	1,439	540	526	1,066	891	262	40
" 34	296	241	537	242	192	434	386	177	16
Totals	4,389	4,055	8,444	3,373	3,156	6,529	5,703	1,975	264
High School	505	523	1,028	417	451	868	†264	65	14
							§122	43	
							*401	237	
							**86	40	
							***188	73	
							‡91	41	
							‡‡274	168	
							#28	16	
Totals	4,894	4,578	9,472	3,790	3,607	7,397	7,157	2,658	278

†Algebra. §Geometry. *English. **Spanish. ***Latin.
‡French. ‡‡History. #Physics.

Elementary summer schools were maintained for thirty days in July and August, 1923, in the following schools: Nos. 1, 3, 6, 9, 11, 14, 15, 20, 23, 24, 25, 28, 32, and 34. A summer school for high school subjects was maintained in the Lincoln High School. In this school instruction was given in Spanish, French, Latin, English, algebra, geometry, physics, and history.

The number of pupils enrolled was 8,431, or a decrease of 1,286. In average attendance, which was 6,113, the loss was 1,529. At the end of the term 2,322 were advanced in grade. Following the practice of previous years, records of the progress of these during the past year have been carefully examined. Of those advanced in the elementary schools, 87.7 per cent. were again promoted at the end of January, 1924. Of the high school pupils promoted at the end of the summer term of 1923, 62.3 per cent. were again advanced in related subjects at the end of the following term.

As a result of the summer school course 143 received diplomas of graduation from Grade 8B, and were admitted to the High Schools. 115 attended. Of these 86 were again promoted at the end of January, 1924.

Although it is not logically a part of this annual report, the record of the summer schools of 1924 is here given in advance for purposes of comparison. The total enrollment was 9,472, and the average attendance, 7,397. Of the pupils attending 2,658 were advanced in grade.

SUMMER PLAYGROUNDS

Summer playgrounds were maintained in the afternoon of Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays during July and August at Schools Nos. 3, 6, 11, 15, 23, 25, 27, 32, and 34. As summer schools were maintained in these schools it was not considered advisable to open the playgrounds in the morning. Playgrounds were open all day on the days mentioned at Schools Nos. 4, 12, 18, 21, 29, 30, 31, 33, 35, and at Washington Park.

The total attendance in the summer of 1923 was 107,474, and in the summer of 1924, 99,995.

SWIMMING

Classes in swimming were conducted in the pools at Schools Nos. 6, 16, 23, 24, 25, 32, and the Lincoln High School.

There has always been considerable demand on the part of adults for the use of the pools in the evening. The serious question has been raised as to the wisdom of such a practice. After consultation with the City Department of Health, the Board of Education decided it to be best to limit the use of the pools to children of school age.

REPORT OF SUPERVISOR OF PRIMARY METHODS

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

In a report covering but a year it is difficult to state with definiteness the progress made and the causes contributing to it.

These are doubtless dependent, to a large degree, upon confidence in the administrative body, intelligent and sympathetic coöperation of principals, and the conscientious work of the teacher in her effort to establish the ideals and standards that have been placed before her.

Sharing the responsibility for progress, my thought has been influenced and attention directed to the following:

The necessity and power of the professional spirit in the teaching corps.

The favorable reaction which must come when the several departments of a school system work in harmony.

The teacher's opportunity to establish herself in the community and to promote its welfare.

The consequent benefit of such service to the school.

Frequent conferences have been held with principals and teachers. Observation has been made of the many classroom activities. Consideration has been given to the way the problems, often coming from sources outside of the school, have been met and the resultant influence on school work.

The impressions gained through these experiences lead me to express the opinion that our teaching corps is fully alive to present day requirements and well equipped to meet them.

The increased number taking professional courses at much expenditure of time, money, and energy is commendable.

It is my purpose at this time to refer to only a few of the various subjects that have claimed attention during this school year.

Special study has been made of the teaching of language.

The difficulties of the teacher and the limitations of the child's ability have been considered and suggestions made from time to time regarding purpose, method, and equipment.

This plan has been followed by investigation, and the results generally show progress. However, in a subject of so much importance, there is continuous need for broader vision and higher ideals. It is therefore recommended that teachers give greater attention to the following:

Vitalizing oral and written language.

Causing pupils to understand that the word or verbal expression is only the dress or form of the idea.

Using objects, pictures, and devices of various kinds to make understandable and usable the new and unfamiliar word or term.

Selecting with care the vocabulary to be taught.

Arranging it for the purpose of determining the necessary material to use, and in this way forestalling difficulties and economizing time.

Conducting drill in such a manner as will bring the certainty of the skillful use of words.

The interest in teaching spelling is apparent. Teachers are more and more considering suitable subject matter, desirable methods, and worth while devices. These ideals have been reflected in the daily systematic work in the classroom. The success of such effort is worthy of commendation.

To further improve the work in teaching this subject our Spelling List, arranged for the first four years, has been revised. This revision was based upon several years' experience with the list in use. In addition a study and an analysis of other spelling lists were made. The vocabulary of the grade readers was considered. A study also was made of concrete investigations. These covered the work done in many places and included the classified written vocabulary of thousands of children. These scientific inquiries and the conclusions bearing upon the subject matter and teaching of spelling were worth while.

The changes made in our list as a result of these investigations were not radical.

The following indicate some of the modifications:

Some regrading of words.

Slight reduction in the number of words for each grade.

Elimination of words not used with much frequency in written composition.

Substitution of words more generally used in the written vocabulary.

Attention called to words that are known to be difficult to spell.

The general tendency in teaching number seems to indicate the following:

A growing appreciation of the relative importance of the comprehension of number and the drill necessary to establish number facts.

The importance of emphasizing drill.

More recognition given to the part that motivated drill plays in securing accuracy and speed.

Increased care given to the selection of problems that are connected with the daily experiences of children.

While these are hopeful signs, greater efficiency is desirable.

To aid in bringing about this aim, the following suggestions are offered for consideration:

Purposeful experience with objects as a basis for number concepts.

Preparation for and the conducting of drills so that they may be of absorbing interest.

Supplementing class drills by those that will meet the difficulties of individual pupils.

Giving special attention to those errors that recur frequently.

Arranging for short periods of practice in fundamental operations.

Stimulating in the individual pupil the desire to surpass his own record.

Bringing the kindergarten and primary grades in closer relationship has been advocated. Where the desirability of a change in the viewpoint of the kindergartner or grade teacher has been noticed, discussions have been held looking toward unification.

As an outcome kindergartners and grade teachers have frequently conferred with each other.

Kindergartners have often made adjustments based upon a broader conception of their responsibilities. The grade teacher, too, has shown herself aware of the value of such relationship. Her more intimate knowledge of kindergarten principles has done much toward bringing the kindergarten spirit as an important factor into her work.

As opportunity has presented itself emphasis has been placed as follows:

The necessity of constant study on the part of the kindergartner.

Also, that her responsibility grows greater as social conditions become more complex.

The influence of the training given by her in these early years, and the part it plays in the development of the future citizen have been made prominent.

The far reaching consequences of habits of speech, posture, and movement acquired in this formative period.

The coördination of the different departments of the Jersey City Teachers' Training School reflects great credit upon its head.

The high standards presented and the coöperative spirit of the teachers have made it possible to equip well the coming teachers of our schools.

My teaching in this school, and the supervision given to the work of the method, model, and critic departments have brought me into close touch with the activities of this part of our school system. This experience, coupled with that gained in the supervision of the primary grades of other schools, has proved a valuable basis for comparison.

As a result, meetings and conferences have been held with the method, model, and critic teachers.

The work of each department has been freely discussed.

It has been a matter of great interest and gratification to further follow up the work of this school as exemplified by the substitute and newly appointed teachers.

Advantage has been taken of this opportunity to estimate the value and to note the application of the professional training given.

Conferences have been held with principals regarding the work and the needs of the young teacher.

Classroom work has been inspected.

While these avenues of information have brought much that is praiseworthy, they have also pointed out places where the work should be strengthened.

Teachers of the Jersey City Teachers' Training School have been made acquainted with these facts. The spirit of inquiry has been encouraged. Constructive criticisms have been given.

The attitude of pride and openmindedness of the teachers regarding the product of this school is commendable.

The response made to suggestions looking toward higher professional training, and a better equipment of the young teacher has been wholehearted, sincere, and intelligent.

For the substantial progress which it is my pleasure to report for the period under review, proper recognition must be given for the uniform coöperation of the city officials and administrative heads.

Your own support and kindly consideration, the evident and constant interest manifested by the Board of Education, have combined in a result which may fairly be referred to as noteworthy.

Respectfully submitted,

Ella J. Richardson,
Supervisor of Primary Methods.

June 30, 1924.

REPORT OF SUPERVISOR OF GRAMMAR METHODS

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

Former reports have explained with more or less detail the progress being made in reading. One of the essential features in making progress is plenty of reading material. The list in the course of study seemed a long one at one time but it is now recognized that groups in some classes could do much more if provided with additional material. It is hoped that in all schools class sets and short sets will soon be supplemented by enough single books to provide reading for the most rapid readers.

Principals and teachers deserve much credit for their continued efforts to interest pupils in reading at home by means of the classroom libraries provided by the Free Public Library. The librarian, Mr. Miller, reported that the circulation in the sixth, seventh, and eighth year classes of sixteen schools for about eight months of the present year was over one hundred thousand books. Teachers have also encouraged pupils to select additional books directly from the library.

The arrangement made through the courtesy of Mr. Miller for visits of 6A classes to the library in the vicinity of the school has been of considerable value to pupils. The librarian took pains to explain the facilities of the library. Teachers and pupils appreciated this service.

For some time emphasis has been given to the use of informal diagnostic tests for the discovery of weaknesses of pupils in handling number combinations and in process work in integers and common and decimal fractions. Though the combinations and fundamental processes have all been taught before the sixth year, teachers of the sixth and even higher grades have a responsibility for discovering weaknesses of individual pupils. "Carelessness" is the judgment frequently passed upon work which is not due to carelessness but to lack of drill. For example a pupil may never have mastered 8×9, or $7 + 6$, etc. Another pupil never fails with a multiplier like 780 but always fails with one like 708. Still another never fails if quotient is a number like 642 but always fails if it is like 602. Many reasons might be given for these and similar shortcomings. The important point is that they be discovered and the proper remedy applied. In all grades there should be a constant analysis of the failures of individual pupils.

The formation of two-grade classes presents a problem. The general practice has been to combine the lowest division of the upper grade with the highest division of the lower grade as, for example, 6B3 and 6A1, but in some schools principals are combining the best divisions of both grades, that is 6B1 and 6A1. The former practice was based upon a theory that may now be questioned in the light of results of intelligence tests, and also in the light of actual experience with such classes. Where pupils are well graded many found in a 6B3 are naturally slow and therefore often retarded and overage while those in the 6A1 are generally quick and rather young for

the grade. There would be no objection to this combination perhaps if the two grades could be kept as two distinct units, but class organization necessitates some work in common. In all such work the older, larger, and slower pupils of the higher division are at a decided disadvantage of which, unfortunately, they are too often keenly conscious. Is there not a psychological danger of unnecessary self-depreciation, discouragement, or indifference on the part of the older pupils, and on the part of the younger an undue self-appreciation and a lessening of real effort?

At present either combination is to some extent a matter of theory or opinion based upon personal experience. As the two-grade classes in the sixth, seventh, and eighth years alone contain about five hundred pupils each term, would it not be worth while to determine by experiment which plan, under certain specific conditions, is the better one to follow?

Last year the formation of class clubs in all sixth, seventh, and eighth year classes was reported. These clubs seem to have established themselves as a regular part of school life, the majority with considerable success. The teachers have more confidence and clearer views of the possibilities of club work. Pupils have gained experience in simple parliamentary practice. Their special classroom duties seem to be performed with a considerable sense of responsibility. The programs as a whole show a wonderful variety of interests, generally related in some way to regular school work. The practice of holding joint meetings of all the classes of a grade several times during a term has much to commend it. A joint meeting may be an inspiration to a weaker division, give special incentive for preparation, and promote a sense of grade solidarity. In time the club, reflecting many phases of adult life, may be made to provide valuable experiences for the young citizen.

Respectfully submitted,

CHARLOTTE WEBER,
Supervisor of Grammar Methods.

June 30, 1924.

REPORT OF ASSISTANT GENERAL SUPERVISOR IN ELEMENTARY GRADES

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

The following is my report as Assistant General Supervisor in Elementary Grades for the year ending June 30, 1924.

As in former years an earnest effort was made to visit all third, fourth, and fifth year teachers. By observing the work of teachers and pupils it was possible to determine the particular needs of the teacher, and to assist when necessary by demonstration lesson or by individual conference. If time permitted, these visits might have been made more effective, for the purpose of supervision is not only to inspect classes but to help in the interpretation of the course of study and to outline ways and means for making the work more beneficial to the children.

The first subject to receive intensive attention was spelling in the first four years. A comparison of the results attained by the use of standardized tests and of grade tests made during the previous year showed that our spelling lists contained many unnecessarily difficult words and that a complete revision of the spelling syllabus was advisable. This revision was made and a detailed report of the same was submitted to you early in the year. Since that time no general tests in spelling have been made, but teachers report an improvement in spelling both in the degree of interest manifested by pupils and in their efficiency.

An opinion has been expressed by principals and teachers that the presentation of long division should be postponed for at least a year, beginning the work in the fourth grade rather than in the third, as has been the practice for so many years. It is claimed that the results in long division are not commensurate with the time and effort expended in teaching the subject. Close observation of the teaching of long division has convinced me that if a change is made it should be in the method of teaching the subject rather than in the grade in which it is first presented.

The question of home work for pupils in the intermediate grades is one which frequently arises for discussion. Methods of teaching and home conditions of pupils vary to such an extent that a general ruling with reference to home work in these elementary grades might not be advisable, and yet with careful daily preparation by the teacher, more intensive work by pupils, and fewer interruptions of lesson periods by extra school activities, it should be possible to accomplish all the required work in these grades during regular school hours. Group teaching has helped in solving the problem of home work.

The attempts made to improve the teaching of nature study have not been entirely successful. Teachers have endeavored with such materials as window boxes and small aquariums to fulfill the requirements. The course as outlined in our manual of instruction is one that, if taught under more

satisfactory conditions, should be of the greatest benefit to the children. In former years the plants and animals assigned for study were to be found in the vicinity of practically every school, but the growth of the city has made it more and more difficult to pursue this study under natural conditions. If in some park or other place within the city limits some fish, common domestic animals, and ordinary food plants could be seen and studied under natural conditions the teaching of this subject would be greatly facilitated. Pictures and moving pictures are excellent material, but provision should be made whereby children in our city could observe the living things.

Respectfully submitted,

EMMA CAMPBELL,
Assistant General Supervisor in Elementary Grades.

June 30, 1924.

REPORT OF DIRECTOR OF MANUAL AND INDUSTRIAL TRAINING

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

I present herewith my annual report for the year ending June 30, 1924.

The year's work of this department has been noteworthy in plans for the future rather than in modifications of the activities reported a year ago. With the approaching completion of the Henry Snyder Junior High School as a first unit in the city's projected junior high school system has come a more definite development of plans for its industrial work. Here, as in most other cities, this new type of school involves a general expansion of the industrial work as compared with what is found in the elementary schools. It may be well, therefore, to limit this report to an account of these plans as formulated under your direction.

EXPLORATORY COURSES IN THE JUNIOR HIGH SCHOOL

Without minimizing the educational advantages of the junior high school obtained through its facilities for promotion by subject and for greatly increase homogeneity of classroom groups, it is its third great advantage which has undoubtedly received most emphasis—namely, the opportunity which it provides for the various types of so-called "exploratory" courses. These courses attempt not merely to impart information or skill but to discover for the pupil and help him to discover for himself his own special tastes and aptitudes, with the aim of reducing both the appalling "mortality" of the senior high school and the number of misfits, failures, and floaters among those who begin to earn their living at an earlier age.

The usual academic work serves this exploratory purpose in a marked degree so far as the so-called learned professions are concerned, and the industrial courses, being the ones most different in appeal from the academic courses, are naturally receiving special emphasis on the exploratory side in the schools of such representative systems as Rochester, Los Angeles, Cleveland, and Philadelphia, which have taken the lead in the development of the junior high school idea, some of them including also try-out courses in office practice, typewriting, fine arts, etc., etc., as elements belonging in this same group.

Obviously the housing of the seventh and eighth year pupils from five elementary schools in a single building makes it possible to offer them a far greater variety of industrial experience than can be thought of when one shop and one laboratory for home economics constitute the entire industrial equipment of the school. The provisions thus far made in the Henry Snyder Junior High School include a total of fifteen shops or other rooms for hand work for boys and girls. For the boys there is a separate shop for each of the following types of work:

1—General or diversified work.
2—General metal working.
3—Machine Shop practice.
4—Woodworking (with machines).
5—Printing.
6—Electrical work.
7—Painting, decorating and finishing.
8—Mechanical drawing.

For the girls:

3 laboratories for foods and cookery.
3 rooms for sewing and dressmaking.
1 model apartment—4 rooms and bath.

The mere enumeration of these classrooms suggests the radical differences possible in the variety of work which may be offered to the seventh and eighth year pupils as well as those of the ninth year, and the new opportunities which they supply for exploring the industrial tastes, interests, aptitudes, and capabilities of the pupils. The mere presence of these elements in the curriculum tends to awaken the pupils to the stubborn fact that man cannot live by books alone, that the hammer if not as mighty as the pen is at least as indispensable, and that production is at least as necessary as distribution—which is an important first step in the exploratory process. The next step is that of helping the pupil to discover in a general way whether his natural bent is toward the abstract or the concrete, toward using words and symbols or material substances, toward working with books and papers or tools and materials.

The work of the first year in the junior high school may be expected to give the pupil a real start on his road toward an answer to this question. Pupils will enter this grade with a broader experience than heretofore, since the withdrawal of the seventh and eighth grades from the elementary schools will make the shops and kitchens of these schools available for use in the sixth grade. In this seventh year three hours per week of handwork, instead of one and a half hours as formerly, will be required of all pupils. This will give them in one year as much time as has heretofore been allowed for seventh and eighth years together. For the girls this time will be divided between work in foods and cookery and in sewing, and for boys between the two general or diversified shops. In the first shop a boy's contacts will be largely with the building trades and their materials—woodworking and carpentry, concrete construction, electric wiring, etc.—of course in a very elementary way. In the second shop he will work with metals, getting elementary notions of the machine and sheet metal industries, and of the factors involved in machine operation. It is our hope that this work need not be of a very formal sort, but that, while his main thought will be of the project he is making for his own use, he will nevertheless be discovering that he is especially good—or poor—in tool work generally.

With the background of these experiences it is thought that the aver-

age boy on entering the eighth grade may be asked to choose in a tentative way whether he will begin to aim at the technical course of the high school or at one of the non-industrial courses—whether classical or commercial he need not decide as yet. If the latter, he may omit all shop work in the eighth grade. If the former, he may increase his shop time to five or six hours per week, and his problem in exploration will now become, "Which of these various industries am I best fitted for?" Following the lead of any interests uncovered by the experiences of the previous year he may then go to the advanced and more specialized shops for short courses in two or even four of the subjects which have appealed to him most strongly—machine shop practice, printing, electrical construction, etc. Similar courses in non-industrial lines, like typewriting or fine art, will doubtless be among the options of this industrial course of the eighth year.

This eighth year's work will, in short, give him the opportunity to experiment somewhat seriously with what he considers his three or four first choices for a future occupation and prepare him for choosing between them intelligently at a later date. It should be emphasized that the tentative choice of this course at the beginning of the eighth year should not at all debar the pupil who concludes that he has made a mistake from changing to the commercial or the classical course at the end of the eighth year, or even later, with no material loss either of time or credits. He has merely entered upon a path which, while it leads most directly toward the industries, branches out into various bypaths along which he may cross over into other fields. It should not mean premature specialization but only timely exploration.

The industrial work of the ninth year will aim to make definite provision for three distinct groups: (1) Those who plan to take the industrial course at the William L. Dickinson High School. For them this exploration as between different lines of industrial work may continue into the tenth year and their ninth year work will correspond to the ninth year course given there. (2) Those who plan to enter industry at or near the end of the ninth year. These should be given an opportunity to select some one of the advanced shops for the entire ninth year, giving from seven and a half to ten hours per week to this work, or possibly transferring to the present Vocational Departments in Schools Nos. 24, 25, and 32, where they could have fifteen hours a week shop work in a particular trade. (3) Those who, having selected a non-industrial course, wish to elect a certain amount of shop work as an avocation or hobby. These are taken care of in many schools by means of an extensive organization into "Clubs,"—radio clubs, typographical clubs, craftsmen's clubs, art metal clubs, etc. These activities doubtless have also a certain incidental value as exploration in that they tend to keep open the bypaths opposite to those above mentioned, i.e., those which lead from the commercial and classical courses over into the industrial courses.

For the work of girls in these eighth and ninth years the above program

can hardly be followed in detail, although the exploratory factor is important there as well. It is to be borne in mind that four-fifths of these pupils are statistically certain to be eventually "earning a living" as homemakers. Consequently a thorough and well-rounded course in home economics may be regarded as a vocational course functioning much more completely than is to be expected of any vocational course for boys, since it is recognized and expected that a considerable proportion of the boys will ultimately enter other occupations than those for which they have been trained. From this point of view there seems ample justification for making the home economics largely a required subject throughout this period rather than an elective, like the shop subjects for boys, and for requiring it of commercial and classical pupils as well. On the other hand it is to be said that the girls who have a special taste for these subjects and those who are looking forward to immediate employment in any of the needle trades, for example, are certain to work much more effectively and retentively with this near-at-hand aim to reinforce the more distant one. It would seem well to give some opportunity for extra work not only in the food and clothing subjects but in such others as home decoration, home nursing, etc., to girls who desire it, at the same time requiring all girls to spend considerably more time in home economics than the boys could properly be required to give to industrial courses.

It need hardly be said that much of the preparation for the actual beginning of this work remains to be done and that not all the problems of its organization as one element in the operation of a large school have been foreseen and arranged for. I think we may be confident, however, that our first junior high school will give more varied opportunities to pupils of the adolescent period than heretofore, that the work will prove to large groups of them more interesting and consequently more effective, and that the results will be such as to encourage and hasten the endeavor to offer these same advantages to the other sections of the city.

Respectfully submitted,

Ernest B. Kent,
Director of Manual and Industrial Training.

June 30, 1924.

REPORT OF DIRECTOR OF VOCAL MUSIC

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

In writing this report on the work in music for the year ending June 30, 1924, I feel that I cannot say anything better than that the standard of teaching has been kept at the high level set in preceding years.

RHYTHM WORK

Making "toy" orchestras among pupils in First Year classes helps greatly to stimulate and develop the rhythmic sense. Some teachers go so far as to purchase regular musical instruments of miniature size easily held by childish fingers, such as: drums, triangles, and cymbals. Others have improvised with the use of two pieces of wood, little tin covers of toy cooking pots, and anything that may come to hand. I have also seen horseshoes hung on a string and struck with a nail as one would use a triangle.

One teacher lets the phonograph play while the pupils accompany. Another plays the piano and one of the pupils gives the beat of three part or four part time as the case may be.

TONE AND EAR WORK

Analysis of melody bits from songs enables pupils to obtain a mental grasp of tone groups as pictured by note groups. This feature has been emphasized in Second and Third Year classes.

Teaching the keys has often been irksome, but better ways of presenting the problem used by our fourth year teachers help the pupils to understand the purpose of the sharps and flats as they appear in the signature.

Our method for laying the foundation of sight-singing power by naming scale and chord progressions and reading the song words to the rhythm indicated by the notes, using the speaking voice, is the best that I have observed anywhere. There is thoroughness in this method and the children enjoy it, too. Good results are shown in the way the seventh and eighth year pupils read single part pieces.

Double-part singing is not so well done by our upper grammar pupils, and I feel that all the "rounds" that they have sung from Grade 3B right up through 8B have not been enough to develop this power. I must put into operation another plan to bring about greater power in this kind of music. The only thing I will have to look out for is how to do it with our ten minutes a day.

GRAMMAR SCHOOL ORCHESTRAS

Orchestras of grammar pupils are heard in Schools 27, 25, 28, 23, 8, 6, 32, 24, 15 and 34. The teachers in all these schools who form "orchestra committees" deserve and have my warmest thanks. They are brilliant adjuncts to our devoted assembly directresses and pianists, and are perform-

ing a noble service to the children who join the orchestras. There are pupils now in high school who are continuing in this line of activity begun in grammar school. Some will carry it further.

HIGH SCHOOL MUSIC

Musical work in the high schools is conducted on the "Club Plan." Each organization has its officers like any society. There is, however, a distinct educational purpose underlying it. I do not approve of any musical society in any school organized primarily for amusement purposes. The Dickinson High School Choir studies three-part songs for the purpose of gaining ability in part-singing. The orchestra is studying standard orchestral works of worthy authors. The Glee Club, as conducted by Mr. Aultman, gives the boys a certain poise which is the refining influence derived from singing good songs.

Mr. Brand continues to act as Faculty Advisor to the Orchestra and his kindly help is greatly appreciated.

Mr. Finn organized a Girls' Glee Club toward the end of the term.

The Vocal Class at Lincoln High reached its highest point since this class was organized three years ago. Vocal technique is the object of its endeavors.

I wish to acknowledge with gratitude the devoted labors of Mr. Carl Barget with the Lincoln High School Orchestra. This is an institution of which the school may be proud.

TEACHERS' TRAINING SCHOOL

In addition to the set plan for music I gave the pupil-teachers more part-singing than heretofore. As the classes were large, very effective work in this line was done.

CONCERTS AND RECITALS

Three recitals for free admission were given on Sunday afternoons in Lincoln High School: first, an organ recital by Mr. Oscar Franklin Comstock; second, a piano recital by Mr. Edwin Coates, and third, a violin recital by Miss Emily Blanche Allen.

In November a concert by the Zimmer Harp Ensemble was given at Dickinson High School for a paid admission, and in April a concert by the Delta Upsilon Glee Club was given in Lincoln High School for paid admission.

I wish to acknowledge the excellent supervisory work of Assistant Directors Terstegge and Sullivan.

Respectfully submitted,

MORITZ E. SCHWARZ,
Director of Vocal Music.

June 30, 1924.

REPORT OF ASSISTANT DIRECTOR OF VOCAL MUSIC

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

The following is a report of my work in Schools 6, 7, 8, 10, 11, 12, 18, 23, 25, 26, 27, 28, 31, 35 during the past year.

Our efforts this year have resulted in a continuation of progress along all but one of the lines described last year. Sight reading from community song books preparing for a 3-part graduation song in the 8B's as was done at the end of last year could not be undertaken as music was temporarily cut out of 8B during this spring. We trust another year may see this work continued. Through it, reading becomes vitally a part of and a contribution to assembly singing with the consequent saving of time because of the use of the note-rote combination. More songs can be kept up and more easily.

The toy orchestra as a vital beginning for music appreciation has been continued in the kindergarten and first year. In order to extend the power gained in rhythm thereby throughout all classes above these grades, I requested the teachers to direct their pupils in a class-song so also adding expression to the singing. This encourages more singing of the classroom songs, which in some parts of our course, are many and beautiful.

A line of work leading toward and into our sight reading has been undertaken in the first three years with the advent of material through lack of which it was impossible before. It is the observation of and singing from books, songs which have been previously learned by rote to words and syllables.

During the second and third year (sensory period) children are particularly ready for this eye-work. Sight reading in upper grades will improve greatly through the power the children get in the lower grades to follow the staff.

But let no one think that this early work *is* sight reading or training therein. There is a very important connecting link between this new work and the next step leading to our 4th year study of words at sight. It is this step that must be taken up in the coming year if the new work is to count.

Children must think to get anywhere in anything. Those who would like to eliminate technical music because it is hard for certain teachers to get results may as well suggest elimination of mental arithmetic for the same reason. Teachers are requested to get methods that will achieve results in mental. May we not give to teachers such methods that shall get results in technical music and request that they master them?

There is a great cry everywhere about cutting down this technical work. This is justifiable where there has been a great deal of such or only such. A careful acquaintance with the music course in Jersey City must show that it is based on songs and was built to be accomplished in ten minutes per day. These two facts prove that it cannot contain a great deal of technical work. In connection with this, let me call your attention to two of the latest sets

of music books in the school market. If you will glance through only cursorily, you will see that they have a music appreciation section and a technical portion which, though cut down from the former customary amount, yet still far exceeds our unchanged course in amount of technical work. Experienced leaders of school music in this country have gotten out these courses. Shall we assume that they know something about it?

Why follow every swing of the pendulum to its farthest point cutting out or throwing away what is good in the old, only, perhaps, to have to reinstate part or the whole at some future time?

We know we cannot swing everything up at once but must emphasize now one thing, now another. Let us this coming year emphasize our song singing with an educational purpose. But, oh! let us not lose what joy the children have gained in their technical performance. Who would be willing to dispense with the literary joy he gets from reading for all the fine readings and declamations he could hear others do? Which gives the greater joy eventually?

The elementary orchestras of the upper grammar grades seem to be permanently established. A city or section ensemble would be a profitable thing providing it is conducted not as mere show-work but as an educational product, the outcome of regular work and not of spasmodic efforts with their unnecessary waste of time and energy. Great credit and our thanks are due to the faithful people who are keeping the spark of music kindled in these orchestras. Some of the work is considerably more than elementary. One suggestion I make, however. Let us be sure to continue with orchestra committees among the teachers and not let this activity become or remain a one-teacher job.

During these times great changes are taking place in courses, and the viewpoint as to what is most vital is shifting. So, too, the subject of music has come in for considerable discussion. Music appreciation as such has loomed up. The most that could be done toward establishing a course in music appreciation with the victrola the past year was in connection with the assemblies. A course in such must of necessity bring with it the Music Memory Contest. Without it, this work would mainly be pouring something into the heads of the children, eventually becoming a bore in the system and defeating its own purpose as well as sending our methods back a long way.

Through instructions given the directresses or other teachers specially selected and willing to undertake this work, lessons were given to the assemblies thereby giving all teachers observation of and points on this new line of work. I can say with no exaggeration that splendid work was done in many schools. The schools and city may thank those generous individuals who contributed immediately to our system the knowledge gained at educational courses they had attended in this subject. The idea that opera selections and their stories, composers, etc., make up music appreciation lessons principally, has been changed thereby. Let us remember, too, that work with the victrola is not by any means the only music appreciation possible,

but that every classroom song could and should be used as such. In most of our assemblies, art songs have been used as such. Real music appreciation therefore does already form the basis of the music course as it has existed in our schools for the last ten years. It is about to be revised in the next few years.

I wish to thank Director Schwarz for his continued courtesy and support.

Respectfully submitted,

META TERSTEGGE,
Assistant Director of Vocal Music.

June 30, 1924.

REPORT OF ASSISTANT DIRECTOR OF VOCAL MUSIC

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

I submit herewith my first annual report on the music of Schools 1, 2, 3, 4, 5, 9, 13, 16, 19, 21, 22, 32.

It is very difficult for me to report on the work in music for the past fifteen months, as the situations that awaited me were so unusual and my duties so many and varied, that progress in music has been necessarily slow. We are having daily classroom scheduled music. This seems like a small result for a large amount of labor. However, I can say that music is progressing slowly but with certainty in the schools.

The first step was to see that each teacher had a schedule and knew how to interpret it, week by week. This written subject matter was followed by demonstration, both at my meetings and in classrooms. At the former, beside showing general practical methods, applicable to all grades, I tried to give a type lesson referring expressly to the grades present.

At the grammar meetings, all these demonstrations turned to sight-reading, because here was a quick way of reviewing primary subject matter with grammar methods. In the preparation for sight-reading, we desire a uniformity that will create the habit of right-thinking for the child and enable him to become an independent reader.

I made it a point to demonstrate a lesson in every 5A and 5B classroom. This, I followed up later by observing the same kind of lesson given by the class teacher, after which we discussed the special needs of the class. The outcome of the above plan was that in February, favorable reports came from 6A in regard to the capability of the new classes.

For the encouragement of all teachers, especially for those who think themselves not capable of teaching music because they have had little training along that line, I wish to say that I have had the best results, not from teachers who are gifted in music, but from teachers who can really *teach,* regardless of their special training in the subject.

With the exception of the work in the fifth year, my chief efforts have been directed toward the primary grades. I have worked along every line here, with both teachers and pupils, in order to give a broader understanding of the work. One of the first appeals I made was for better tone quality, working in all grades for that clear head tone, so natural to children, but so very often neglected. It is necessary to separate the "monotones" and the "singers" and seat them accordingly. Where this has been done and conscientiously followed daily, there is a big improvement in tone, especially among the little children, who formerly thought the louder they sang, the better it sounded.

Parallel with tonal work, I have been emphasizing rhythm, starting with the kindergarten and grade 1A. That this is the pedagogical thing to do has been proven by the remarkable ease with which these little people

acquire rhythmic facts—facts that upper classes make hard work of or do not get at all. The toy orchestra, which can be found in almost every first year class, is an outgrowth of this rhythm and I have yet to see the most laggard group fail to spring to life at the mere suggestion of "beating time." In this day of music appreciation, is not this indeed true appreciation? If we want to train our children to really appreciate good music, we must give them real experiences, like the above, on which to build.

This idea of making rhythm a chief factor in our lower grades, is just one of the points brought forward in the work introduced in grades 1A, 1B, 2A, and 3A last fall. This work is still in its infancy, but the approved science of its method assures us of its success. Its basic idea, i.e., training the children first to hear, then to see, is not a new one, but the carrying out of it is, and like all new things, it moves slowly. The following is a general plan we tried to follow in order to systematize the work. In all of the grades mentioned above, five new songs were added to the list of rote songs and a suggested outline given for working with them.

GRADE 1A

a. Lesson for recognition of rhythm of song. (Board picture of same by teacher.)

b. Lesson for the study of phrases and tone concepts of song. (Board picture by teacher.)

c. Lesson for the teaching of song to words.

d. Toy orchestra for review of rhythm work.

e. Individual work and ear-testing for review of tonal work.

GRADE 1B

Same as outline for 1A with "review" or "drill" as the aim, instead of "teach." New point of this grade is:—

f. Lesson for the presentation of phrases of song in whole notes on the staff.

GRADE 2A

Same as 1B with the exception of "f," which in this grade is changed to:—

f. Regular staff representation of the phrases of song as it appears in book.

g. Staff analysis of these portions of song so that children may find all they have already heard in what they now see.

GRADE 3A

Same as 2A, with the exception of "f" and "g" which in this grade are:—

f. Presentation of song in books in children's hands.

g. Staff analysis of song from books. When this method can be success-

fully carried through the remaining primary grades, we hope we shall be giving to the older children well-balanced concepts of music.

I find it necessary to say a word about rote songs. In a song-singing system like ours, where we base so much of our work on rote songs, the incorrectness we find in both tune and time is distressing. The thought that these carefully chosen little songs, when sung correctly, lead to the development of the artistic sense, in fact to the love of good music, should encourage all teachers to put forth their best efforts in teaching them and in allowing them to be sung only with great exactness.

In regard to assemblies, there has been noticeable improvement in the schools where classroom work has steadily progressed. As the individual classroom work grows, so will the assembly, for the latter is a mirror that reflects both the strong and the weak points of class music.

I wish to thank the pianists and directresses who have worked hand in hand with me here. Their task is not an easy one and only the "bigness" of the things they are doing can encourage them to continue this work.

Music appreciation, with the phonograph, has entered into the life of many of the assemblies this past term. I would like to have seen it gain a strong footing in every one of the schools, so that next fall we might start in earnest to show its educational and cultural value when taken in connection with our present system of music. However, I wish to commend heartily those schools that have undertaken this work and urge them to continue with the same zeal next term.

The helpfulness and encouragement of both Director Schwarz and Miss Terstegge have alone made my work possible.

Respectfully submitted,

Nora T. Sullivan,
Assistant Director of Vocal Music.

June 30, 1924.

REPORT OF SUPERVISOR OF DRAWING

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

I beg leave to submit the following report on the work in drawing done in the public schools of Jersey City during the year ending June 30, 1924.

In previous years I have discussed the aims and scope of our work. These necessarily change but little from year to year. Our endeavor is to furnish opportunities for the development of appreciation, expression, and interpretation in art. If we can develop an appreciation of what is good in line, form, color, and arrangement, we shall have helped in the elevation of public taste. To help in raising this standard is, I believe, just as much a responsibility of the schools, as the teaching of the three "R's" and just as practical. If our teaching results in a better knowledge of art in its relation to industry, to home, and to life in general, we shall have given our city a valuable asset. To help in the realization of these aims, a graded course of study has been evolved and certain standards of attainment are being gradually established.

The usual grade meetings have been held during the year. At these meetings, and also during class room visits, the supervisor has endeavored to give such help as seemed needed, in explaining the course of study and establishing standards of work. The exchange of samples of work between the various schools has been very helpful.

Each succeeding year the work of our pupils shows that the teachers have a better knowledge of art principles. There is less over-elaboration in our decorative design, a finer sense of fitness to purpose, better spacing, and more harmony in coloring. I should like especially to commend the work done in our primary grades this year. The improvement noted is, I think, partly due to the active interest which the Primary Principals have taken in the drawing. Several new projects in construction, furnishing for measuring, and for decoration, were introduced into the course during the year and proved both interesting and valuable.

The work in our high schools has been consistently good, and has received its meed of praise wherever shown. The increasing number of pupils who elect to take drawing, while attending high school, proves the interest taken in this subject. The exhibit held at the Woman's Club this year proved, I think, as helpful to the teaching force as it was enlightening to the general public. In connection with the drawing and art work, many teachers had their first opportunity to see the work of all the grades at one time. Their

interest and appreciation were sources of much gratification to the supervisor. While not generally favoring exhibits, I believe that in the one mentioned the educational value to all concerned, public, teachers, and pupils, was far in excess of what it cost in time and effort. I hope not many years will elapse before we are again asked to participate in another such exhibit.

Respectfully submitted,

Wm. O. Hamblin,
Supervisor of Drawing.

June 30, 1924.

REPORT OF SUPERVISOR OF CLASSES FOR PUPILS MENTALLY DEFECTIVE

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

During the school year ending June 30, 1924, there were 273 children registered in our thirteen classes for subnormal children. The classification was as follows:

	MALE	FEMALE	TOTAL
High Grade	42	7	49
Middle Grade	106	52	158
Low Grade	43	23	66

There were 533 psychological tests made during the year. The following report shows the number of tests made in each school. The schools marked with a star have classes for the subnormal and the number of tests includes the re-examination of the children in those classes.

School No. 1	10
*School No. 2	23
School No. 3	2
School No. 4	33
*School No. 5	15
*School No. 6	22
School No. 7	5
School No. 8	10
School No. 9	14
School No. 10	3
School No. 11	17
School No. 12	8
*School No. 13	13
*School No. 14	26
*School No. 15	21
*School No. 16	22
School No. 17	6
*School No. 18	26
*School No. 19	31
School No. 20	31
School No. 21	9
School No. 22	15
*School No. 23	27
School No. 24	12
School No. 25	11
School No. 26	3
School No. 27	0
*School No. 28	14

School No. 29	4
School No. 30	0
School No. 31	21
*School No. 32	36
*School No. 33	15
School No. 34	9
School No. 35	0
School No. 36	1
Miscellaneous	28
Total	533

We have accomplished considerable this year in the regular school work. Three hours each day are devoted to pedagogical work and some of the high and middle grade children are able to read fairly well in the fourth reader and do long division. Two hours are given to manual work daily. The following articles were completed:

Furniture	79
Toys	350
Rugs	205
Baskets	632
Trays	30
Flowers	690
Brushes	98
Sewing	
Garments	103
Embroidery	121
Millinery	47
Knitting	36
Crocheting	30
Chairs caned	5
Art work	114
Miscellaneous	282

Some of these articles were exhibited at the Educational Exhibit at the Woman's Club in January, and many articles were displayed at the annual exhibit held at the Administration Building on May 15, 16, 17, 1924.

The attendance of principals, teachers, and citizens was much appreciated by the teachers and myself.

Many of the articles made by the pupils were sold and the money used for purchasing new materials.

The money earned by the various classes during the year was as follows:

School No. 2	$ 40.45
School No. 5	19.40
School No. 6	60.80

School No. 13	81.60
School No. 14	66.40
School No. 15	89.66
School No. 16	42.28
School No. 18	109.75
School No. 19	4.00
School No. 23	88.29
School No. 28	55.69
School No. 32	14.81
School No. 33	136.75
Total	$809.88

It is gratifying to report that respect for our work is growing more and more each year. The great demand for psychological tests from all sources is proof of the assertion.

This public education and enlightenment have led to a healthy coöperation between parents and teachers. Parents now request that children be placed in the special class. Formerly we had difficulty in getting their consent.

Children have been given the advantage of expert advice and assistance in both Jersey City and New York clinics.

The complexity of the human being demands coöperation from many angles and I wish in conclusion to thank the principals, medical department, and attendance department, and to extend to Mr. Murphy, Mr. Nugent, and Miss Shanley my deepest appreciation for their valuable advice and assistance.

Respectfully submitted,

Augusta R. Sharp,
Supervisor of Classes for Children Mentally Defective.

June 30, 1924.

REPORT OF SUPERVISOR OF PHYSICAL TRAINING

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

The following is the report of the Physical Training Supervisor for the year 1923-1924.

This department consists of twenty-six teachers, ten in the work of the high schools and sixteen in the elementary schools.

Where the conditions and equipment of the schools permitted, the work naturally was of a high order. The work of the high schools has been encouraging, but some of the work has been hampered by the large numbers in the classes, particularly in the William L. Dickinson High School.

In the elementary schools containing gymnasiums, the work has been very gratifying. Squad work has been started in the upper grades, each squad having a leader who takes charge of the squad and reports the results. By using this method, the children are able to accomplish more and a greater variety of work than when the class is taught as a whole. The work of Hospital School No. 36 and special classes has far surpassed that of previous years.

Many of the teachers have taken special courses during the past year and therefore were able to use the newer methods of presenting work. The teachers have also a greater varity of material and the work has been more interesting.

The State Convention was held in Elizabeth in the first week of December, but not many of our teachers were able to attend. A report of the Convention was given at a subsequent teachers' meeting.

As in previous years, realizing the importance of the posture of the growing child, the teachers have conducted various tests and stunts in order to make the children appreciate the value of a good sitting and standing posture.

Two classes in Physical Training were held in the Commercial Evening High School on Monday and Friday evenings. The attendance of the classes averaged thirty-five, and the work seemed to be thoroughly enjoyed.

During Educational Week exhibitions were given in the Woman's Club, demonstrating some of the special subjects taught in the schools. The following numbers were given by the Physical Training Department:

Dance by the Lincoln Girls.
Drill by Grammar School No. 25.
Class room lessons by pupils of School No. 15.
Dances by pupils of School No. 32.
Story plays by pupils of School No. 17.

A competitive meet between the William L. Dickinson and the Lincoln High Schools was held in the Armory in December. It included aesthetic dancing, track events, and competitive games for the girls, and drills and

track events and competitive games for the boys. It was not given for the purpose of making money, but merely to give the pupils and teachers a chance to exhibit and compare the work. It was an inspiring sight to see the 1700 boys and girls of both schools in action.

Moving pictures of mass physical training were taken both indoors and outdoors. They demonstrated the results obtained from this department of education.

Swimming has been taught in the schools equipped with pools. As in previous years a great many certificates were awarded, indicating that many children had learned to swim.

We are looking forward to the opening of the addition to School No. 5 which will have a well equipped gymnasium. The opening of the new Henry Snyder Junior High School will offer additional opportunities for good physical training. It has two well equipped gymnasiums. The separate gymnasiums for boys and girls should make conditions ideal, and the work interesting and of a high order.

Respectfully submitted,

GUSTAV H. BOJUS,
Supervisor of Physical Education.

June 30, 1924.

REPORT OF SUPERVISOR OF INSTRUCTION OF PUPILS DEFECTIVE IN SPEECH

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

The late James Gibbons Huneker, one of the keenest critics of speech in the United States, declared that our diction is abominable. He draws our attention to the grave responsibility of speech improvement when he implies that it is not only an important factor in education, but also in moral training.

Slovenly, careless, inarticulate speech dovetails with vulgarity, loud voice, and graceless manners.

The vast indifference of the public is to blame for poor diction. A national tidal wave must sweep this land, awakening a responsibility in all of us—an appreciation and realization of this great and powerful force (speech improvement) as an important instrument of social progress. To bring about the desired improvement of our speech one must require a breadth of understanding and realization of all the causes and ramifications conducive to defective speech.

A full adjustment can be made only when the sense for sound, clearness, distinctness, melody and beauty of speech is cultivated so that an unpleasant, inarticulate speech is offensive to the ear. Distinct utterance is really what we need and that can best be obtained by a full appreciation of vowel valuation and syllabication.

The fundamental cause of our mumbled and muttered speech is the running of the syllables together so that the words become unintelligible. The child must utter every syllable in order to be understood. The vowels in the syllables are the vehicles to carry the words to the journey's end. Every word has one syllable or more than one syllable. Every syllable has a vowel that moves it—colors it. It is this vowel that gives the roundness to the syllable—the word. The vowel is the flesh and blood of speech, the foundation of language and expression. It may be considered the center of speech—the hinge that joins consonants together. A proper vowel valuation therefore is the keynote to a refined diction. Voice production should begin with the vowel sounds—the consonants later.

We all know that a child with a perfectly healthy vocal mechanism may have an unpleasant voice and negligent speech. His standards are low. This is often caused by environment. It is our problem to convert conscious action into reflex action—that is, good habits of speech.

During the year I worked in eleven schools with 103 children under my charge, of whom 66 were boys and 37 girls. There were 30 cases of stuttering, 70 cases of lisping, and 3 cases of phonation.

At the end of June, 1924, 58 cases were reported cured or corrected, and 45 improved.

Respectfully submitted,

Hannah M. Creasey,

June 30, 1924. *Supervisor of Instruction of Pupils Defective in Speech.*

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STATISTICAL REPORT OF THE CHIEF ATTENDANCE OFFICER
FOR THE YEAR ENDING JUNE 30, 1924

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Totals 1922-23	Totals 1923-24
Number of public school pupils reported truants	258	350	225	147	248	223	300	232	387	271	2648	2641
Number of days public school pupils reported truants were absent	1096	1688	1083	504	1126	907	1162	858	1702	1123	10145	11249
Number of other school pupils reported truants	19	32	33	18	27	25	20	22	23	8	250	227
Number of days other school pupils reported truants were absent	46	149	181	62½	123	103	99½	137	114	33	1038½	1048
Number of pupils from all schools reported truants	277	382	258	165	275	248	320	254	410	279	2898	2868
Number of days pupils from all schools reported truants were absent	1142	1837	1264	566½	1249	1010	1261½	995	1816	1156	11183	12296
Number of cases of absence reported by principals of public schools (not including truants)	2902	2556	1791	1229	2179	2207	2283	1840	2475	1711	23256	21173
Number of cases of absence reported by principals of other schools (not including truants)	384	502	557	281	533	258	626	245	352	222	2895	3960
Number of cases of absence reported by principals of all schools (not including truants)	3286	3058	2348	1510	2712	2465	2909	2085	2827	1933	26151	25133
Number of cases of absence reported through other sources	19	12	22	13	27	13	19	12	26	8	141	171
Number of arrivals of immigrant children through U. S. Department of Labor	24	14	14	10	34	36	11	10	13	2	102	170
Number of interviews at office of Chief Attendance Officer	1230	941	769	466	522	858	757	527	624	961	10511	9851
Number of visits to public schools by Attendance Officers	609	744	621	472	702	643	693	568	718	675	6317	6445
Number of visits to other schools by Attendance Officers	285	361	297	218	316	314	345	257	322	255	2888	2970
Number of visits to homes by Attendance Officers	4763	4948	4080	3190	4191	3789	4381	3408	4462	3218	43351	40468
Number of transfer cards investigated	1039	661	522	233	306	425	377	298	364	193	4828	4418
Number of truants and other absentees returned to school	2345	3174	2374	1457	2501	2074	2854	1963	2761	1986	25970	23489
Number of non-attendants placed in school	13	8	13	5	....	9	13	....	5	58	161	124
Number of children found on street and taken to homes	40	26	32	12	27	23	18	19	34	16	286	247
Number of children found on street and taken to schools	60	52	57	42	26	24	30	30	43	29	413	393
Number of visits of pupils on probation to Chief Attendance Officer	11	72	154	138	186	178	212	126	226	150	2267	1453
Number of parents personally warned by Attendance Officers	688	794	540	409	688	477	777	521	716	393	7874	6003
Number of legal notices served	89	150	110	45	105	85	112	97	126	63	890	980
Number of prosecutions of parents or guardians	....	6	4	4	4	1	5	....	....	....	16	24
Number of prosecutions of parents or guardians with convictions	....	....	....	....	1	1	....	....	2	....	7	4
(a) Fined	....	....	....	....	....	....	....	....	....	....	4	.....
(b) Committed to jail	....	....	....	....	1	....	....	....	2	....	5	3
(c) Put under bonds, or probation	....	2	....	....	....	....	....	....	....	....	.....	2
(d) Paroled	....	4	4	4	2	....	1	....	....	....	.....	15
(e) Parent ordered to make complain against child in Juvenile Court	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of prosecutions of children with convictions	12	31	42	15	32	42	20	16	26	29	247	265
(a) Committed to Parental Home	4	5	5	3	8	8	....	2	7	6	50	48
(b) Committed to State Home for Boys	1	1	....	1	1	3	....	....	....	....	12	7
(c) Committed to State Home for Girls	....	....	....	....	....	....	....	....	....	....	4	.....
(d) Placed in Arlington Protectory	....	....	....	....	....	....	....	....	....	....	.....	.....
(e) Placed in House of Good Shepherd	....	....	....	....	....	....	1	....	....	....	.....	1
(f) Placed outside of State	....	....	....	....	....	....	....	....	....	....	.....	.....
(g) Placed on probation to Chief Attendance Officer	....	....	1	....	....	....	....	....	....	....	52	1
(h) Placed on probation to Probation Officer	2	3	4	1	4	1	2	12	1	2	16	32
(i) Paroled	5	20	29	7	10	22	15	....	12	15	107	135
(j) Fined	....	....	2	2	5	3	2	2	6	4	2	26
(k) Failed to appear, warrant issued	....	2	1	1	4	5	....	....	....	2	2	15
Number of prosecutions, Common Pleas Court	....	....	....	....	....	....	....	....	....	....	2	.....
(a) Committed to Penitentiary	....	....	....	....	....	....	....	....	....	....	.....	.....
(b) Committed to Rahway Reformatory	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of truants with parents summoned to Truant Court of Board of Education	29	95	68	39	47	24	45	19	39	14	447	419
(a) Committed to Parental Home	16	16	9	10	13	8	10	7	10	5	73	104
(b) Committed to Arlington Protectory	....	....	....	....	....	....	....	....	....	....	.....	.....
(c) Found to be mentally defective	....	....	....	....	....	....	....	....	....	....	.....	.....
(d) Excused by doctor's certificate	....	....	....	....	....	....	....	....	....	....	2	.....
(e) Granted Age and Schooling Certificate	....	5	4	4	....	2	1	....	....	....	29	16
(f) Placed on Probation to Chief Attendance Officer	4	13	17	5	5	....	6	1	4	....	80	55
(g) Returned to school	9	61	38	20	29	14	28	11	24	9	260	243
(h) Complaint ordered made in Juvenile Court	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of parents who failed to answer subpoena to Truant Court, Board of Education, and were prosecuted in Criminal or Juvenile Court	....	....	....	....	....	....	....	....	1	....	3	1
Number of employers warned for violation of Compulsory Education Laws, Child Labor Laws or Child Welfare Laws	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of employers prosecuted for violation of Compulsory Education Laws, Child Labor Laws or Child Welfare Laws	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of employers convicted for violation of Compulsory Education Laws, Child Labor Laws or Child Welfare Laws	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of applications for Age and Schooling Certificates investigated	127	143	167	166	159	262	220	201	218	116	1694	2604
Number of applications for Age and Schooling Certificates granted	267	233	128	68	67	142	127	88	118	121	1944	1781
Number of transfer reports mailed to other cities	658	306	168	138	136	216	214	195	184	194	2324	2409
Number of stores and factories inspected for violation of Compulsory Education Laws, Child Welfare Laws or Child Labor Laws	192	237	211	128	119	152	193	167	192	110	4207	3477
Number of hours attendance by Attendance Officers at Juvenile Court or Criminal Courts	42	118¼	94	42½	110½	90½	88½	68¼	115	122	1059¾	904
Number of hours attendance by Attendance Officers at Truant Court of Board of Education	9	40	49	19	37	20	44	23	46	6	277½	293
Number of continuation school pupils reported truants	....	7	4	5	4	17	11	5	13	7	148	63
Number of days continuation school pupils reported truants were absent	....	14	19	12	9	12	26	6	17	10	337	125
Number of cases of absence in continuation schools (not including truants)	40	518	237	55	121	73	109	93	105	62	1118	1413
Number of truants and other absentees returned to continuation school	....	285	230	97	114	71	95	81	77	39	841	1089
Number of cases of scarlet fever reported by the Health Board	7	22	21	32	35	102	45	109	36	31	449	440
Number of cases of diphtheria reported by the Health Board	16	61	48	30	45	74	42	49	21	25	723	411
Number of cases of smallpox reported by the Health Board	....	....	....	....	....	....	....	....	....	....	.....	.....
Number of cases quarantined by the Health Bureau because of scarlet fever	12	50	19	44	45	122	66	106	54	37	410	555
Number of cases quarantined by the Health Bureau because of diphtheria	18	68	63	52	32	67	71	47	24	16	579	458
Total number of cases of exclusion by the Health Bureau	53	201	151	158	157	365	224	311	135	109	2161	1864

EDWARD B. SPERRY, Chief Attendance Officer.

REPORT OF CHIEF ATTENDANCE OFFICER

To Mr. Edward A. Murphy, City Superintendent of Schools.

Dear Sir:

During the months of July and August, 1923, the attendance officers investigated stores, factories, homes, and other places where children might be employed, to prevent violations of child welfare laws, and to ascertain if children between the ages of fourteen years and sixteen years were regularly and legally employed, and registered in continuation school.

Economic conditions were such that there was a slight decrease in the demand for child labor during the twelve months from July 1, 1923, to July 1, 1924.

	BOYS	GIRLS	TOTAL
From July 1, 1922, to July 1, 1923, Age and Schooling Certificates were issued to.....	1064	717	1781
163 or 8.3% less than the number issued during the same twelve months of the preceding year.			
Employers' certificates for change of positions were received as follows.....	124	135	259
	1188	852	2040

These figures show that 11% of the boys, and 18% of the girls, or 14% of the entire number of children who went to work changed their positions.

Distribution of the above according to place of employment:

Jersey City	1332	Bayonne	3
New York	649	West Bergen	4
Hoboken	40	West New York.....	2
West Hoboken	4	Weehawken	1
Newark	44	Harrison	1
			2040

The number of Employers' Certificates received for new positions was 47, or 23% in excess of those received during the same period of the preceding year.

This instability of child labor I attribute to the gradual lowering of the wages of such minors.

Children who become habitual truants, or more serious delinquents are summoned to the Truant Court of the Board of Education.

The following statistics show the activities of the Truant Court:

Number of children summoned to the Truant Court	419
Number of children committed to the Parental School	104
Number of children granted Age and Schooling Certificates	16
Number of children placed on probation to Chief Attendance Officer	55
Number of children returned to school	243
Number of parents who failed to answer subpoena and were prosecuted in the Criminal Court	1
	419

When habitual truants or other youthful delinquents fail to respond to the corrective methods of the Truant Court of the Board of Education, a complaint is lodged, as a last resort, against such children and their parents in the Juvenile Court. The following is a summary of such prosecutions in the Juvenile Court:

Number of prosecutions of children	265
Number of children committed to the Parental School	48
Number of children committed to the State Home for Boys	7
Number of children committed to the House of the Good Shepherd	1
Number of children placed on probation to the Chief Attendance Officer	1
Number of children placed on probation to the Probation Officer	32
Number of children paroled	135
Number of children who failed to appear and warrant issued	15
Number of parents fined	26
	265

Twenty-five per cent of the children brought before the Truant Court of the Board of Education were committed to the Parental School, and seventy-five per cent returned to school or legally exempted. Ten per cent of the latter were placed on probation to report to the Chief Attendance Officer each week.

Twenty-one per cent of the children prosecuted in the Juvenile Court were committed to correctional institutions. Twelve per cent were placed on probation to the Probation Officer. The parents of ten per cent of these children were fined. Fifty-one per cent of these delinquents were paroled and six per cent ignored the summons and failed to appear in court.

The attendance officers investigated 1500 applications to the Elks Club for Christmas Baskets.

The Jersey City Lodge of Elks financed a two weeks' vacation for 118 anaemic children at a delightful, healthful camp on the Watchung Mountains. The children for these vacations were recommended by the Attendance Department.

The charities mentioned above have been of material aid in securing the attendance at school of the children thus benefited.

The Kiwanis Club has also given charitable assistance of value.

To Judge Leo Sullivan, of the First Criminal Court, Judge William V. O'Driscoll, of the Second Criminal Court, Judge Thomas F. Meaney, of the Hudson County Juvenile Court and his assistants, the Police Department, the Hudson County Probation Officers, the Department of Municipal Relief, the Hudson County Tuberculosis Clinic, the City Hospital, the Society of St. Vincent de Paul, the Society for the Prevention of Cruelty to Children, the Organized Aid Association, the Red Cross, Mr. and Mrs. Harry Untereiner, of the Hudson County Parental School, Mr. S. W. Kagan, of the Kiwanis Club, and Francis P. Boland, Exalted Ruler of Jersey City Lodge, B. P. O. E. No. 211, we are grateful for counsel and generous material assistance.

We thank the principals of the public schools and of other schools for their co-operation.

To the members of the Board of Education and the City Superintendent, we express our appreciation for all the consideration shown us.

Respectfully submitted,

Edward B. Sperry,
Chief Attendance Officer.

June 30, 1924.

STATISTICAL REPORT OF THE DIRECTOR OF MEDICAL INSPECTION

For the Year Ending June 30, 1924

REPORT OF THE WORK OF THE MEDICAL INSPECTORS

	S. Adams 11, 23, 35	E. H. Ames 14, 24, 33	H. Brinkerhoff 15, 29	E. Creveling 20, 30, 34	Eva Friele D. and L. H. S.	O. Jacks 13, 19, 22	L. Koppel 1, 3, 16	T. Meury 2, 4, 21	J. A. Nevin 8, 10, 28	A. Oestman 6, 26, 31	C. H. Purdy 9	N. L. Rowe 5, 32	D. Russell 12, 17, 18	H. White 7, 25, 27	Totals
Number Examined:															
Males	662	469	615	744	135	1,487	706	1,147	228	988	242	1,463	1,069	883	10,838
Females	564	421	535	606	1,474	1,283	711	1,054	162	974	329	1,319	1,603	766	11,801
Totals	1,226	890	1,150	1,350	1,609	2,770	1,417	2,201	390	1,962	571	2,782	2,672	1,649	22,639
Total Number Excluded	40	122	117	170	40	10	28	79	56	78	134	134	34	77	1,119
Number Vaccinated	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Classes Inspected	2	...	24	...	...	73	...	7	53	244	4	86	422	950	1,865
Number of Physical Examinations	3,628	4,133	3,285	4,699	2,813	2,976	2,109	2,308	2,533	3,244	2,568	4,156	1,551	3,565	42,539
Lectures	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cause of Exclusion:															
Abscess	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chicken Pox	...	4	2	7	...	...	...	5	4	6	8	10	...	...	46
Chorea	...	1	...	...	...	...	2	...	...	...	...	1	...	...	4
Contagious Eye Disease	1	19	2	23	...	...	2	19	1	7	8	20	...	...	102
Contagious Impetigo	0	10	9	16	...	...	1	5	1	3	6	8	...	...	59
Diphtheria	2	3	2	8	1	2	...	1	5	2	...	4	3	...	36

	S. Adams 11, 23, 35	E. H. Ames 14, 24, 33	H. Brinkerhoff 15, 29	E. Creveling 20, 30, 34	Eva Friele D. and L. H. S.	O. Jacks 13, 19, 22	L. Koppel 1, 3, 16	T. Meury 2, 4, 21	J. A. Nevin 8, 10, 28	A. Oestman 6, 26, 31	C. H. Purdy 9	N. L. Rowe 5, 32	D. Russell 12, 17, 18	H. White 7, 25, 27	Totals
Cause of Exclusion (Continued)..															
Epidemic Cer. Spinal Meningitis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Erysipelas	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Favus	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Fever, Headache, Etc	...	6	...	...	...	...	...	...	...	7	...	...	...	...	13
Influenza	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Measles	...	3	...	6	...	...	...	2	...	2	5	5	...	...	23
Mumps	...	2	41	20	...	...	...	10	...	8	15	44	...	...	140
Non-Contagious Eye Disease	...	...	...	...	...	...	...	...	...	1	1	...	...	...	2
Not Vaccinated	...	4	...	...	...	...	...	...	...	...	1	...	...	...	5
Pulmonary Tuberculosis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ringworm	...	2	10	2	1	...	...	...	...	2	4	2	...	...	25
Tonsilitis	...	1	...	...	...	...	...	1	...	8	14	3	...	...	27
Trachoma	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1
Typhoid Fever	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Typhus Fever	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1
Scabies	...	5	4	6	1	...	1	...	...	4	10	8	...	...	39
Scarlet Fever	4	15	11	11	4	...	2	2	8	4	2	1	3	...	82

STATISTICAL REPORT OF THE DIRECTOR OF MEDICAL INSPECTION—(Continued)

	S. Adams 11, 23, 35	E. H. Ames 14, 24, 33	H. Brinkerhoff 15, 29	E. Creveling 20, 30, 34	Eva Friele D. and L. H. S.	O. Jacks 13, 19, 22	L. Koppel 1, 3, 16	T. Meury 2, 4, 21	J. A. Nevin 8, 10, 28	A. Oestman 6, 26, 31	C. H. Purdy 9	N. L. Rowe 5, 32	D. Russell 12, 17, 18	H. White 7, 25, 27	Totals
Cause of Exclusion (Continued):. .															
Skin Disease	...	...	...	...	...	...	...	...	...	1	...	2	...	...	3
Smallpox	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Suppurating Ear Disease	...	...	...	...	...	...	...	...	...	5	...	...	...	...	5
Uncleanliness	...	...	1	2	...	...	...	...	...	1	28	...	...	...	32
Vermin	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Whooping Cough	...	...	...	1	...	...	...	...	...	...	...	1	...	...	2
Epilepsy	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1
Quarantine	33	40	33	59	33	8	18	33	36	7	17	22	28	...	422
Others	...	6	2	9	...	...	2	1	1	9	14	2	...	...	48
Totals	40	122	117	170	40	10	28	79	56	78	134	134	34	...	1,119

SCHO

Number Examined	
Males	
Females	
Totals	
Total Number Excluded	
Number Vaccinated	
Number of Classes Inspe	
Number of Physical Exa	

Cause of Exclusion	
Abscess	
Chicken Pox	
Chorea	
Contagious Eye Diseas	
Contagious Impetigo	
Diphtheria	
Epidemic Cerebro Spir	
Erysipelas	
Favus	
Fever, Headache, Etc.	
Influenza	
Measles	
Mumps	
Non-Contagious Eye D	
Not Vaccinated	
Pulmonary Tuberculos	
Ringworm	
Tonsilitis	
Trachoma	
Typhoid Fever	
Typhus Fever	
Scabies	
Scarlet Fever	
Skin Disease	
Smallpox	
Suppurating Ear Disea	
Uncleanliness	
Vermin	
Whooping Cough	
Epilepsy	
Quarantine	
Others	
Totals	

STATISTICAL REPORT OF THE DIRECTOR OF MEDICAL INSPECTION
FOR THE YEAR ENDING JUNE 30, 1924

SCHOOL NUMBERS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	D.	L.	Total
Number Examined																																							
Males	224	377	269	385	613	486	259	45	242	167	184	338	477	93	322	213	330	401	487	374	385	523	359	293	334	139	290	16	293	144	363	850	83	226	119	123	12	10838
Females	246	364	242	366	590	494	244	35	329	104	165	498	377	64	272	223	538	567	470	318	324	436	331	272	301	121	221	23	263	104	359	729	85	184	68	1062	412	11801
Totals	470	741	511	751	1203	980	503	80	571	271	349	836	854	157	594	436	868	968	957	692	709	959	690	565	635	260	511	39	556	248	722	1579	168	410	187	1185	424	22639
Total Number Excluded	7	41	15	27	65	24	29	24	134	11	10	14	....	29	47	6	11	9	4	58	11	6	18	57	28	19	20	21	70	35	35	69	36	77	12	26	14	1119
Number Vaccinated	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Number of Classes Inspected	....	7	....	....	43	148	247	23	4	19	....	133	20	....	23	....	117	172	22	....	....	....	31	1	....	393	37	310	11	1	....	59	43	....	....	1	....	....	1865
Number of Physical Examinations	689	579	674	960	1219	1738	1089	1360	2568	417	1205	519	806	1378	1971	746	578	454	959	2003	769	1211	1911	2107	1558	605	889	756	1314	551	901	2937	648	2145	512	2406	407	43539
Cause of Exclusion																																						
Abscess	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Chicken Pox	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Chorea	....	5	....	....	5	1	....	....	8	4	....	....	....	....	2	....	....	....	....	3	....	....	....	2	....	5	....	....	....	....	....	5	2	4	....	....	....	46
Contagious Eye Disease	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	4
Contagious Impetigo	....	14	2	2	10	3	....	....	8	1	1	....	....	1	2	....	....	....	....	12	3	....	....	14	....	2	....	....	....	....	2	10	4	11	....	....	....	102
Diphtheria	....	4	1	1	8	1	....	....	6	....	....	....	....	1	6	....	....	....	....	8	....	....	....	....	....	....	....	1	3	5	2	....	9	3	....	....	....	59
Epidemic Cerebro Spinal Meningitis	....	....	....	....	2	....	2	3	....	2	....	1	....	1	....	....	....	2	....	2	1	2	2	1	1	1	....	....	2	2	1	2	1	4	....	....	1	36
Erysipelas	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Favus	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	1
Fever, Headache, Etc	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Influenza	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	2	....	....	....	....	2	....	4	....	....	....	....	13
Measles	....	2	....	....	4	....	....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Mumps	....	8	....	1	19	1	....	....	15	....	....	....	....	1	11	....	....	....	....	3	....	....	....	2	....	1	....	....	....	1	1	1	1	2	....	....	....	23
Non-Contagious Eye Disease	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	2	1	....	....	1	....	2	....	....	30	3	5	25	....	15	....	....	....	140
Not Vaccinated	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	2
Pulmonary Tuberculosis	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....	....	1	....	....	....	....	5
Ringworm	....	....	....	....	2	....	....	....	4	....	....	....	....	2	1	....	....	....	....	1	....	....	....	....	....	....	2	....	9	1	2	....	....	....	....	1	....	25
Tonsilitis	....	1	....	....	2	3	....	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	5	1	....	....	....	....	....	27
Trachoma	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1
Typhoid Fever	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Typhus Fever	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	5	3	2	3	....	....	1	....	1
Scabies	....	....	1	....	6	1	....	....	10	....	....	....	....	....	4	....	....	....	....	1	....	....	....	2	....	7	6	4	4	6	6	1	....	1	4	5	2	2	39
Scarlet Fever	....	....	2	1	....	....	5	2	2	....	1	....	....	4	5	....	2	1	....	5	1	....	1	7	6	4	4	6	6	1	....	1	4	5	2	2	2	82
Skin Disease	....	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	3
Smallpox	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Suppurating Ear Disease	....	....	....	....	....	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	5
Uncleanliness	....	....	....	....	....	....	....	....	28	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	1	1	1	....	....	....	....	....	....	32
Vermin	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Whooping Cough	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	2
Epilepsy	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1
Quarantine	5	6	9	22	2	3	21	19	17	4	8	13	....	14	15	4	9	6	4	17	5	4	15	21	21	1	13	13	18	11	3	20	5	31	10	22	11	422
Others	2	1	....	....	1	3	1	....	14	....	....	....	....	5	1	....	....	....	....	3	....	....	....	....	....	1	1	1	1	4	5	1	1	2	....	....	....	48
Totals	7	41	15	27	65	24	29	24	134	11	10	14	....	29	47	6	11	9	4	58	11	6	18	57	28	19	20	21	70	35	35	69	36	77	12	26	14	1119

SCHOOL

No. of Inspections:	
Old	
New	
No. of Classes Inspecte	
No. of Pupils Examined	
No. of Pupils Examined	
No. of Pupils Excluded.	
No. of Physical Examin	
No. of Pupils Physically	
No. of Subsequent Phys	
No. of Cases Refusing T	
No. of Treatments	
No. of Pupils Cured	
No. of Pupils Taken to	
No. of Pupils Taken to	
No. of Personal Hygien	
No. of Pupils Referred t	
No. of Families Visited:	
Old	
New	
No. of Pupils Taken to	
Old	
New	
Consultations	

Causes for which Pupils	
Pediculosis	
Acute Conjunctivitis.	
Scabies	
Ringworm	
Impetigo	
Favus	
Eczema	
Molluscum Contagios	
Infected Wounds	
Vaccination Dressings	
Others	
Total	

Exclusion:	
Pediculosis	
Uncleanliness	
Others	
Total	

STATISTICAL REPORT OF THE DIRECTOR OF MEDICAL INSPECTION
REPORT OF THE WORK OF NURSES FOR THE YEAR ENDING JUNE 30, 1924

SCHOOL NUMBERS	E. Aldridge			L. Applegate			B. Benz			M. Bosquett	I. Caine			K. Connolly			M. Corcoran	E. Davies		E. Davis			L. Lynch		K. Maclean			R. McAvoy			M. Meredith	M. O'Connor	G. Oxley			C. Simmons			Totals
	7	25	27	8	10	28	6	26	31	36	13	19	22	14	24	33	32	17	L.	12	18	29	5	15	11	23	35	1	3	16	D.	9	2	4	21	20	30	34	
No. of Inspections:																																							
Old		8		1312	433	388					704	778	845	428	577	297	51						8309	571				4413	4456	3491		170				321	318	272	28024
New				737	304	265	4		2		312	344	379	1420	1153	660	70						7565	3585			7	9831	10928	7910		67				9383	3745	7413	66077
No. of Classes Inspected	416	438	422	271	142	174	608	170	169		478	475	531	182	189	147	271	1335	5	568	1246	1230	1790	1207	537	785	547	560	611	458		200	736	1395	962	206	99	155	19715
No. of Pupils Examined for Uncleanliness	16	53	46	1162	362	326	81	4	37		860	1010	1200	500	588	345	376	2		25	24	6	2280	167	108	136	118	10029	10941	7910		4357	161	258	178	647	308	530	45151
No. of Pupils Examined for Pediculosis	1784	810	1046	993	378	311	1257	761	1096		29	23	48	366	429	258	191	1316	10	467	1790	729	3401	2190	455	672	560	4331	4456	3491		4416	85	270	214	370	188	371	39642
No. of Pupils Excluded	24	24	30	7	1	1	72	37	81		27	42	29	285	314	112	3	56	34	80	91	39	613	89	28	81	80	520	532	385		95	18	24	16	35	18	42	3966
No. of Physical Examinations																																							
No. of Pupils Physically Defective																																							
No. of Subsequent Physical Examinations																																							
No. of Cases Refusing Treatment																																							
No. of Treatments				10	4	12	4		1											5					1							1							38
No. of Pupils Cured	102	96	53	275	110	70	117	8	23	512	188	331	331	445	774	360	2278	34	41	468	132	50	1354	203	120	417	157	1027	587	984	5613	2999	15	43	8	16	4	8	20353
No. of Pupils Taken to Dental Clinic	1			130	31	138	35	23	31								3		10	70					142	198	39				100	927	71	180	102				2231
No. of Pupils Taken to Optician	25	150	10	62	1	28	146	104	186		2	149	244				331	51		62	95	77	100	62	96	131	46	124	135	141		4	4	64			1		2641
No. of Personal Hygiene Talks	11	8	7	18	3	6	56	20	50		9	24	27	3			18	4		27	6		41		27	79	7	2	65	16		47	28	34	62	6	15	19	745
No. of Pupils Referred to Charitable Organizations		7	2	283	81	80	40	4	34		13851	13446	16710	347	348	355	643	18		33	51	35	2110	1026	80	137	77	556	601	449		3	346	467	357	310	149	227	53263
No. of Families Visited:								1	1				4				2	1			4							1	18	21	6					9			68
Old	4	4	3	3	1	1	9	4	21	74	1		1			2	237			2	9	4	4	4	5	8	2	11	13	21		35			6	3	3	3	498
New	12	14	12	34	19	13	13	2	5	21	8	7	13	2	11	8	98	5		3	64	5	71	44	27	39	12	17	12	32		137	7	1	20	13	6	4	811
No. of Pupils Taken to Dispensary:																																							
Old				1													31			2					1	1			1			1			1			39
New			1	2				1			1	1	4				18	1				3			4	1		4	9			20							70
Consultations	6		2		3	3	15	2	7									1	1	10	1	4			2	3	2					124		5				1	192
Causes for which Pupils were Treated:																																							
Pediculosis																				4											1								5
Acute Conjunctivitis	6	4	4				4	1	1		2	17	2	52	70	27	91			34			123	25		1		22	16	26	99								627
Scabies	1		1									26	9	93	151	56	19				1	1	97	9		4	1	109	26	25	2								631
Ringworm	1	1		1	1						1	17	5	52	79	41	115			1	1	6	85	7		2	3	27	57	22	15	193						1	734
Impetigo	1									7	126	185	191	105	201	99	210			3	4	2	500	7	2	18	30	193	114	221	9	609							2837
Favus														1	7		2						1					3	2	2									18
Eczema		2								1	2	1	11	10	17	4	4						48	1		1	3	10	15	14	33								177
Molluscum Contagiosum															1																								1
Infected Wounds	9	28	6	229	83	56	38	3	3	389	56	84	105	119	246	110	442		4	193			148	40	24	66	14	485	301	441	291	531	3	3	1	5	4	5	4565
Vaccination Dressings		1	1	2	2		24			26										2			1					8	11	10	1					2			91
Others	84	60	41	43	24	14	51	4	19	89	1	1	8	13	2	23	1395	34	37	231	126	41	351	114	94	325	106	170	45	223	5162	1666	12	40	7	9		2	10667
Total	102	96	53	275	110	70	117	8	23	512	188	331	331	445	774	360	2278	34	41	468	132	50	1354	203	120	417	157	1027	587	984	5613	2999	15	43	8	16	4	8	20353
Exclusion:																																							
Pediculosis	9	14	14	1			69	37	80		25	20	18	204	236	93		23	2	48	66	14	559	78	22	51	63	186	230	112		43	2	1	8	28	15	37	2408
Uncleanliness		2							1					78	47	7				6	6					10		322	287	265									1031
Others	15	8	16	6	1	1	3				2	22	11	3	31	12	3	33	32	26	19	25	54	11	6	20	17	12	15	8	1	52	16	23	8		3	5	527
Total	24	24	30	7	1	1	72	37	81		27	42	29	285	314	112	3	56	34	80	91	39	613	89	28	81	80	520	532	385	1	95	18	24	16	28	18	42	3966

CLINICS	N E in
Clinic No. 3..... Dr. Wallace.....	
Clinic No. 6..... Dr. Finnerty.....	
Clinic No. 15..... Dr. Langan.....	
Clinic No. 25..... Dr. Ennis.....	
Clinic No. 32..... Dr. Silverstein.....	
J. C. Hospital..... Dr. Houghton.....	
Total.....	

STATISTICAL REPORT
OF THE
DEPARTMENT OF MEDICAL INSPECTION
FOR THE YEAR ENDING JUNE 30, 1924
DIVISION OF DENTAL HYGIENE

CLINICS	No. of New Examinations	Total No. Receiving Treatments	From School	Fillings					Treatments			Extractions			Clean	Abscess	Special Treatment—X-Ray	Cases Completed	Remarks	
				Amal.	Cem.	Cop. Cem.	Gutta Perch	Root	Med.	Temp. Cem.	Temp. Stop	Temp.	Perm.	Anae.					No. of Tooth Brush Drills	No. of Home Visits
Clinic No. 3..... Dr. Wallace.....	1508	1254	Nos. 3, 9, 14, 22. St. Mary..... All Saints..... St. Peter.....	547	113	1	17	.....	95	.....	.....	781	145	.....	369	.....	.....	43	105	269
Clinic No. 6..... Dr. Finnerty.....	665	884	Nos. 6, 23, 31, 26 St. John..... St. Nicholas.....	75	17	26	1	.....	61	1	255	657	63	48	664	31	4	139	83	14
Clinic No. 15..... Dr. Langan.....	666	884	Nos. 15, 13, 24, 20, 29, 34..... Parental Home... St. Paul.....	786	68	2	.....	4	156	.....	.....	812	73	.....	333	.....	.....	14	131	13
Clinic No. 25..... Dr. Ennis.....	1915	1325	Nos. 25, 28, 27, 8, 7 St. John..... St. Ann.....	153	1	9	3	.....	163	.....	.....	814	114	91	950	1	.....	169	115	362
Clinic No. 32..... Dr. Silverstein.....	879	1774	Nos. 32, 5, 21, 9.. St. Michael..... St. Anthony..... St. Lucy.....	97	121	.....	5	.....	72	.....	1	840	522	238	1564	292	.....	1245	108	124
J. C. Hospital..... Dr. Houghton.....	926	971	Nos. 11, 12, 18... St. Joseph..... St. Aedan..... St. Aloysius.....	71	10	2 por.	65	2	43	.....	42	685	85	2	166	35	1	118	111	108
Total.....	6559	7092		1729	330	38 2 por.	91	6	590	1	298	4589	1002	379	4046	359	5	1728	653	890

JOHN B. FARRELL, D.D.S.
Supervisor, Dental Hygiene.
H. H. BRINKERHOFF, M.D.
Director, Medical Inspection.

GENERAL STATISTICAL TABLES

FOR THE

YEAR ENDING JUNE 30, 1924

TO ACCOMPANY THE

SUPERINTENDENT'S REPORT

NUMBER OF TEACHERS, AVERAGE REGISTER, AVERAGE ATTENDANCE, AVERAGE CLASS REGISTER IN EACH DEPARTMENT FOR THE YEAR ENDING JUNE 30, 1924

SCHOOLS	Number of Teachers			Average Register			Average Attendance			Average Class Register		
	Gram. Dept.	Prim. Dept.	All Depts.	Gram. Dept.	Prim. Dept.	All Depts.	Gram. Dept.	Prim. Dept.	All Depts.	Gram. Dept.	Prim. Dept.	All Depts.
Training	....	....	4	....	....	114	....	....	105	....	....	28.5
Dickinson High	....	....	140	....	....	3948	....	....	3561	....	....	28.2
Lincoln High	....	....	69	....	....	2046	....	....	1888	....	....	29.6
No. 1	15	8	23	649	330	979	607	307	914	43.2	41.2	42.5
" 2	....	13	13	....	607	607	....	560	560	....	46.6	46.6
" 3	10	17	27	431	730	1161	402	670	1072	43.1	42.9	43.0
" 4	18	12	30	754	478	1232	705	452	1157	41.8	39.8	41.0
" 5	3	22	25	102	937	1039	95	872	967	34.0	42.6	41.5
" 6	20	15	35	761	596	1357	721	537	1258	38.0	39.7	38.7
" 7	2	19	21	99	757	856	93	681	774	49.5	39.8	40.7
" 8	16	17	33	571	629	1200	545	582	1127	35.7	37.0	36.3
" 9	23	25	48	980	1087	2067	882	981	1863	42.6	43.4	43.0
" 10	1	10	11	37	360	397	35	330	365	37.0	36.0	36.0
" 11	14	13	27	609	500	1109	574	461	1035	43.5	38.4	41.0
" 12	14	12	26	558	469	1027	521	426	947	39.8	39.0	39.5
" 13	3	16	19	121	651	772	116	613	729	40.3	40.6	40.6
" 14	17	10	27	719	407	1126	664	368	1032	42.3	40.7	41.7
" 15	22	16	38	893	674	1567	838	607	1445	40.6	42.1	41.2
" 16	2	15	17	65	673	738	62	638	700	32.5	44.8	43.4
" 17	12	11	23	487	445	932	458	408	866	40.5	40.4	40.5
" 18	1	11	12	45	472	517	44	447	491	45.0	42.9	43.0
" 19	3	14	17	130	585	715	122	542	664	43.3	41.7	42.0
" 20	20	14	34	855	596	1451	799	545	1344	42.7	42.5	42.6
" 21	....	15	15	....	562	562	....	508	508	....	37.4	37.4
" 22	19	9	28	666	371	1037	627	349	976	35.0	41.2	37.0
" 23	23	18	41	887	746	1633	820	680	1500	38.5	41.4	39.8
" 24	26	18	44	1072	794	1866	999	734	1733	41.2	44.1	42.4
" 25	19	17	36	748	698	1446	706	635	1341	39.3	41.0	40.1
" 26	1	11	12	40	392	432	38	358	396	40.0	35.6	36.0
" 27	11	9	20	426	404	830	410	380	790	38.7	44.7	41.5
" 28	20	....	20	768	....	768	741	....	741	38.4	....	38.4
" 29	....	22	22	....	973	973	....	884	884	....	44.2	44.2
" 30	....	12	12	....	495	495	....	457	457	....	41.2	41.2
" 31	2	13	15	69	586	655	66	543	609	33.0	45.0	43.6
" 32	32	16	48	1387	750	2137	1292	686	1978	43.3	46.8	44.5
" 33	....	11	11	....	482	482	....	446	446	....	43.5	43.5
" 34	19	22	41	821	1013	1834	785	907	1692	43.2	46.0	44.7
" 35	....	10	10	....	410	410	....	381	381	....	41.0	41.0
" 36	3	5	8	42	86	128	40	77	117	13.3	17.2	16.0
Totals	391	498	1102	15792	20745	42645	14807	19052	39413	40.3	41.6	38.6
Special Class I	....	....	1	....	....	24	....	....	22	....	....	24.0
" " II	....	....	13	....	....	195	....	....	166	....	....	15.0
" " III	....	....	1	....	....	7	....	....	6	....	....	7.0
" " IV	....	....	2	....	....	18	....	....	16	....	....	9.0
" " V	....	....	6	....	....	156	....	....	145	....	....	26.0
" " VI	....	....	5	....	....	104	....	....	93	....	....	20.8
Ship Class	....	....	1	....	....	12	....	....	11	....	....	12.0
Grand Totals	391	498	*1131	15792	20745	43161	14807	19052	39872	40.3	41.6	38.1

*Does not include Superintendent, Assistant Superintendents (2), Supervisors (11), Principals (46), Teachers of Manual Training and Domestic Science (36), Teacher Clerks (26), Teachers Specially Assigned (4), Physical Training Teachers (16), Teachers on Leave of Absence (5), Vocational Counsellor (1). Total, 1279,

NUMBER OF PUPILS ENROLLED, AVERAGE REGISTER, AVERAGE ATTENDANCE, AND PER CENT. OF ATTENDANCE FOR THE YEAR ENDING JUNE 30,

SCHOOLS	1922				1923				1924			
	Total Number Enrolled	Average Register	Average Attend-ance	Per cent. Average Attend-ance Compared with Average Register	Total Number Enrolled	Average Register	Average Attend-ance	Per cent. Average Attend-ance Compared with Average Register	Total Number Enrolled	Average Register	Average Attend-ance	Per cent. Average Attend-ance Compared with Average Register
Training School	80	68	63	92.64	89	73	67	91.78	138	114	105	92.10
Dickinson High	4371	3474	3146	90.55	4926	3811	3419	89.71	4980	3948	3561	90.19
Lincoln High	1995	1650	1509	91.45	2013	1916	1767	92.74	2479	2046	1888	92.27
No. 1	1303	1085	1007	92.81	1379	1079	1007	93.32	1287	979	914	93.36
" 2*	805	625	582	93.12	850	658	618	93.92	825	622	573	92.12
" 3	1518	1174	1071	91.22	1434	1156	1066	92.21	1531	1161	1072	92.33
" 4	1542	1257	1179	93.79	1630	1261	1193	94.60	1733	1232	1157	93 91
" 5*	1231	1046	977	93.40	1183	987	922	93.41	1152	1053	978	92.87
" 6*	1877	1240	1144	92.25	2244	1418	1323	93.30	2348	1412	1308	92.63
" 7	1070	828	759	91.66	1013	806	733	90.94	1112	856	774	90.42
" 8	1627	1329	1243	93.52	1608	1269	1189	93.69	1537	1200	1127	93.91
" 9*	2686	2132	1918	89.96	2683	2141	1923	89.91	2597	2091	1885	90.14
" 10*	504	418	383	91.62	522	401	364	90.71	466	409	376	91.93
" 11	1352	1048	975	93.03	1401	1088	1019	93.65	1434	1109	1035	93.32
" 12	1480	1040	958	92.11	1253	1013	933	92.10	1310	1027	947	92.21
" 13*	852	683	634	92.82	916	734	691	94.14	1010	786	741	94.27
" 14*	1456	1178	1079	91.59	1485	1148	1052	91.63	1251	1148	1051	91.51
" 15*	1933	1584	1474	93.05	1909	1605	1486	92.58	1936	1583	1458	92.10
" 16*	894	714	681	95.37	891	735	702	95.51	971	809	765	94 56
" 17	1151	963	894	92.83	1120	955	883	92.46	1067	932	866	92.91
" 18*	644	524	493	94.08	794	530	503	94.90	720	533	506	94.93
" 19*	973	776	721	92.91	952	732	682	93.69	957	731	677	92.61
" 20	1751	1411	1299	92.06	1735	1399	1296	92.63	1790	1451	1344	92.69
" 21	768	621	558	89.85	767	593	539	90.89	679	562	508	90.39
" 22	1413	1166	1077	92.36	1240	1124	1058	94.12	1174	1037	976	94.11
" 23*	1500	1182	1065	90.10	1831	1656	1519	91.72	2039	1693	1552	91.67
" 24	2373	1897	1752	92.35	2428	1864	1741	93.40	2403	1866	1733	92.87
" 25	1685	1428	1313	91.94	1755	1414	1306	92.36	1791	1446	1341	92.73
" 26	643	502	452	90.03	612	452	417	92.25	599	432	396	91.66
" 27	1027	843	796	94.42	1051	821	778	94.76	952	830	790	95.18
" 28*	1014	835	803	96.16	1004	830	798	96.14	1030	831	800	96.26
" 29	1255	972	873	89.81	1134	955	874	91.51	1331	973	884	90.85
" 30	616	484	444	91.73	580	488	454	93.03	590	495	457	92.32
" 31*	854	655	610	93.13	841	657	615	93.60	873	683	635	92.97
" 32*	2743	2203	2030	92.14	2720	2186	2022	92.49	2781	2213	2043	92.31
" 33*	630	494	453	91.70	628	487	452	92.81	672	496	459	92.54
" 34	1874	1582	1466	92.66	2066	1654	1543	93.28	2206	1834	1692	92.25
" 35	923	797	742	93.09	516	412	385	93.44	510	410	381	92.92
" 36	115	112	90	80.35	135	118	110	93.22	149	128	117	91.40
Totals	52492	42020	38713	92.12	53338	42626	39449	92.54	54410	43161	39872	92.37

*Includes Special Classes.

AGES OF PUPILS ENROLLED, 1923-1924

SCHOOLS	4 Years			5 Years			6 Years			7 Years			8 Years			9 Years			10 years			11 Years			12 Years			13 Years			14 Years			15 Years			16 Years			17 Years			18 Years			19 Years			20 Years and Over			Totals		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	G	T	B	B	G	T	B	G	T	B	G	T	B	G	T	Boys	Girls	Totals
Training School																																		0	1	1	0	11	11	0	15	15	0	42	42	0	26	26	0	17	17	0	112	112
Dickinson High																																		0	1	1	0	11	11	0	15	15	0	42	42	0	26	26	0	17	17	0	112	112
Lincoln High																						2	5	7	49	43	92	237	231	468	523	544	1067	629	585	1214	442	323	765	217	155	372	107	40	147	28	10	38	7	2	9	2241	1938	4179
No. 1				10	10	20	32	35	67	33	42	75	37	38	75	43	37	80	35	51	86	4	1	5	18	22	40	100	144	244	221	319	540	285	325	610	190	202	392	108	110	218	34	37	71	16	16	32	11	2	13	987	1178	2165
2				23	21	44	66	55	121	80	62	142	80	57	137	49	67	116	29	30	59	24	23	47	14	16	30	10	4	14	10	1	11	6	1	7	2	0	2													549	563	1112
3				45	42	87	87	70	157	86	66	152	82	98	180	66	72	138	80	68	148	87	87	174	84	58	142	66	51	117	30	23	53	17	10	27	6	1	7													393	337	730
4				37	31	68	42	31	73	54	50	104	45	42	87	48	54	102	70	77	147	83	80	163	102	96	198	113	120	233	116	81	197	48	34	82	8	7	15				0	1	1							736	646	1382
5				47	44	91	80	74	154	102	111	213	88	109	197	112	73	185	64	42	106	37	31	68	14	10	24	10	8	18	6	5	11	1	2	3															766	704	1470
6	15	16	31	46	40	86	74	63	137	70	60	130	58	65	123	66	57	123	73	93	166	98	118	216	92	97	189	104	77	181	71	52	123	41	26	67	5	9	14	0	1	1										561	509	1070
7				45	34	79	99	95	194	100	93	193	97	84	181	66	97	163	61	56	117	39	32	71	19	17	36	10	5	15	2	2	4																			813	774	1587
8				25	38	63	84	69	153	78	75	153	83	61	144	90	73	163	73	74	147	72	82	154	89	78	167	68	73	141	21	36	57	10	8	18	3	0	3													538	515	1053
9	9	10	19	45	61	106	109	98	207	112	82	194	96	105	201	108	115	223	116	138	254	137	129	266	157	143	300	113	145	258	102	80	182	42	20	62	12	1	13	0	1	1										696	667	1363
10	1	0	1	25	24	49	29	38	67	33	41	74	62	37	99	37	32	69	31	25	56	18	17	35	4	4	8	2	3	5	0	2	2	1	0	1															1158	1128	2286
11				24	20	44	53	60	113	59	68	127	54	76	130	66	60	126	68	67	135	68	77	145	85	77	162	75	70	145	46	44	90	18	18	36	9	4	13	1	1	2							1	0	1	243	223	466
12				24	32	56	58	45	103	38	59	97	58	44	102	44	39	83	61	68	129	86	55	141	85	79	164	61	63	124	49	43	92	17	32	49	4	2	6													627	642	1269
13				23	39	62	66	61	127	88	96	184	78	91	169	70	62	132	51	41	92	39	37	76	28	12	40	12	12	24	4	4	8	2	3	5	0	1	1													585	561	1146
14				15	13	28	53	48	101	33	57	90	60	61	121	40	52	92	66	72	138	102	97	199	88	83	171	84	72	156	59	50	109	22	28	50	4	9	13													461	459	920
15				29	25	54	60	69	129	95	91	186	80	80	160	69	66	135	91	94	185	108	95	203	120	97	217	105	106	211	68	72	140	24	33	57	11	10	21													628	642	1270
16				17	13	30	81	62	143	87	79	166	98	91	189	62	90	152	75	62	137	44	35	79	31	14	45	10	6	16	9	1	10	2	2	4															860	838	1698
17				20	18	38	50	54	104	65	63	128	63	38	101	51	44	95	73	66	139	68	53	121	62	54	116	46	51	97	35	27	62	15	7	22	9	3	12													516	455	971
18				24	28	52	46	45	91	54	55	109	46	44	90	47	49	96	30	42	72	11	16	27	16	11	27	7	5	12	4	6	10	4	2	6	1	2	3													557	478	1035
19				21	38	59	52	58	110	59	68	127	57	57	114	65	69	134	74	61	135	41	30	71	24	19	43	23	16	39	11	11	22	6	3	9	3	0	3													290	305	595
20				38	29	67	62	61	123	72	73	145	82	55	137	88	78	166	81	92	173	98	102	200	102	106	208	94	95	189	64	55	119	17	23	40	2	5	7	0	1	1	1	0	1							436	430	866
21	10	7	17	47	42	89	52	57	109	47	47	94	66	51	117	56	35	91	34	22	56	25	17	42	19	6	25	10	5	15	5	1	6	2	0	2															801	775	1576
22				25	26	51	48	28	76	43	42	85	38	35	73	38	42	80	51	60	111	77	85	162	82	113	195	79	91	170	57	59	116	24	22	46	1	6	7	2	0	2										373	290	663
23				22	39	61	48	51	99	70	60	130	102	102	204	91	123	214	104	105	209	122	106	228	120	111	231	126	109	235	73	59	132	42	29	71	6	4	10													565	609	1174
24				41	35	76	101	91	192	88	92	180	93	75	168	106	108	214	121	125	246	109	137	246	128	111	239	103	100	203	99	57	156	84	23	107	16	5	21	4	0	4										926	898	1824
25	25	23	48	57	54	111	71	77	148	91	83	174	79	81	160	93	84	177	65	87	152	80	98	178	80	79	159	81	63	144	77	42	119	37	22	59	3	0	3	2	0	2										1093	959	2052
26				23	26	49	54	61	115	57	47	104	61	39	100	42	37	79	33	26	59	17	7	24	3	4	7	5	0	5																						841	793	1634
27	1	2	3	28	23	51	49	36	85	41	39	80	53	47	100	36	40	76	55	36	91	42	59	101	57	73	130	50	52	102	34	29	63	11	9	20	3	1	4													295	247	542
28													5	4	9	42	41	83	81	82	163	91	106	197	116	94	210	77	52	129	39	19	58	6	8	14	1	0	1													460	446	906
29				41	48	89	115	100	215	97	97	194	102	116	218	94	88	182	68	55	123	29	31	60	20	16	36	8	7	15	9	6	15	0	3	3	1	1	2													458	406	864
30				17	29	46	43	55	98	49	53	102	81	57	138	47	44	91	30	24	54	15	14	29	7	4	11	5	3	8	1	1	2	1	0	1															584	568	1152
31				31	34	65	48	55	103	76	80	156	69	65	134	56	56	112	47	48	95	27	29	56	11	14	25	8	12	20	3	5	8	1	3	4	1	1	2													296	284	580
32	21	34	55	46	57	103	64	52	116	73	92	165	82	86	168	90	118	208	110	99	209	160	134	294	178	159	337	164	162	326	122	115	237	95	68	163	29	15	44	2	1	3										378	402	780
33				25	24	49	49	63	112	57	67	124	52	58	110	50	34	84	30	30	60	14	6	20	9	5	14	0	2	2	8	0	8	1	0	1															1236	1192	2428
34				73	69	142	142	145	287	118	101	219	122	109	231	135	110	245	108	117	225	112	121	233	115	113	228	100	55	155	39	38	77	12	6	18	0	2	2													295	289	584
35				49	50	99	86	73	159	68	73	141	32	26	58	8	12	20	7	0	7	2	0	2	0	1	1	0	1	1				1	0	1															1076	986	2062
36							2	0	2	5	8	13	13	8	21	6	12	18	9	5	14	7	1	8	7	8	15	6	7	13	7	3	10	7	8	15	3	4	7				0	1	1							253	236	489
Totals	82	92	174	1108	1156	2264	2255	2135	4390	2378	2372	4750	2449	2288	4737	2240	2233	4473	2216	2199	4415	2250	2207	4457	2295	2142	4437	2298	2218	4516	2147	1984	4131	1591	1403	2994	790	640	1430	337	286	623	142	121	263	46	52	98	19	21	40	72	65	137
																																																		24643	23549	48192

TIME LOST BY ABSENCE OF TEACHERS, SEPTEMBER 1, 1923, TO JUNE 30, 1924

SCHOOLS	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Totals
Training School	....	....	....	....	11	....	....	....	....	....	11
W.L.Dickinson High	280	505	424	260	709	402	343	347	582	398	4250
Lincoln High	239	58	200	15[illegible]	325	25[illegible]	351	20[illegible]	242	20[illegible]	2236
No. 1	78	163	191	171	164	17[illegible]	193	118	176	159	1588
" 2	164	127	121	127	280	56	55	97	204	105	1336
" 3	308	132	264	308	253	204	275	182	198	184	2308
" 4	281	364	310	259	309	131	151	160	338	278	2581
" 5	86	119	127	180	303	348	272	308	213	152	2108
" 6	46	154	142	155	94	259	217	143	197	138	1545
" 7	39	219	223	166	246	154	561	199	246	57	2110
" 8	143	191	149	66	242	109	168	211	246	135	1660
" 9	394	741	405	500	723	557	754	547	748	547	5916
" 10	50	99	83	72	50	83	198	118	88	11	852
" 11	72	111	122	13[illegible]	169	102	196	146	188	160	1404
" 12	197	113	134	162	363	286	142	89	273	144	1903
" 13	154	138	160	58	192	194	259	207	375	256	1993
" 14	195	205	190	105	202	192	307	207	202	118	1923
" 15	144	104	255	132	304	255	252	187	316	222	2171
" 16	78	234	287	138	133	193	476	276	110	55	1980
" 17	94	118	83	94	61	132	228	160	176	138	1284
" 18	32	66	62	17	73	128	72	40	121	6	617
" 19	72	105	171	85	88	185	316	244	440	407	2113
" 20	199	146	188	300	232	212	358	311	472	216	2634
" 21	61	99	73	85	247	152	200	104	210	77	1308
" 22	44	137	96	115	123	76	145	85	147	44	1012
" 23	303	185	234	175	495	450	804	362	559	281	3848
" 24	160	203	303	313	417	223	237	354	253	103	2566
" 25	74	160	99	105	239	179	395	207	206	172	1836
" 26	55	11	50	17	38	61	105	39	143	165	684
" 27	67	162	41	110	82	140	77	..	152	49	880
" 28	88	39	17	6	72	50	121	94	160	61	703
" 29	22	157	133	80	143	160	279	121	137	263	1495
" 30	..	17	47	40	22	82	22	28	36	13	307
" 31	8	91	58	61	55	165	88	61	72	217	876
" 32	75	254	247	179	241	289	276	303	485	381	2730
" 33	17	86	99	105	58	141	35	17	44	22	624
" 34	171	187	286	77	257	100	303	88	165	130	1764
" 35	17	55	132	47	144	88	46	66	143	127	865
" 36	110	138	17	18	94	127	187	123	171	22	1007
Physical Training	83	115	97	69	185	138	92	28	72	47	926
Manual Training & Domestic Science	171	161	101	81	224	135	241	156	184	155	1609
Totals	4871	6469	6421	5326	8662	7371	9797	6742	9490	6419	71568

APPROPRIATIONS FOR THE CURRENT EXPENSES OF THE PUBLIC SCHOOLS

Appropriations for 1879-80	$ 189,999.68
Appropriations for 1880-81	186,349.68
Appropriations for 1881-82	198,058.80
Appropriations for 1882-83	193,774.64
Appropriations for 1883-84	211,220.08
Appropriations for 1884-85	222,520.12
Appropriations for 1885-86	225,162.16
Appropriations for 1886-87	239,332.16
Appropriations for 1887-88	249,882.20
Appropriations for 1888-89	276,184.00
Appropriations for 1889-90	288,449.68
Appropriations for 1890-91	305,767.64
Appropriations for 1891-92	326,949.80
Appropriations for 1892-93	353,225.76
Appropriations for 1893-94	351,664.00
Appropriations for 1894-95	377,166.00
Appropriations for 1895-96	380,790.00
Appropriations for 1896-97	396,041.17
Appropriations for 1897-98	401,474.00
Appropriations for 1898-99	444,086.00
Appropriations for 1899-1900	470,960.00
Appropriations for 1900-1901	497,824.00
Appropriations for 1901-1902	526,238.00
Appropriations for 1902-1903	555,910.00
Appropriations for 1903-1904	582,692.00
Appropriations for 1904-1905	623,210.00
Appropriations for 1905-1906	686,601.00
Appropriations for 1906-1907	766,833.00
Appropriations for 1907-1908	923,323.87
Appropriations for 1908-1909	1,163,934.45
Appropriations for 1909-1910	1,056.844.92
Appropriations for 1910-1911	1,114,885.33
Appropriations for 1911-1912	1,217,625.00
Appropriations for 1912-1913	1,332,374.00
Appropriations for 1913-1914	1,467,736.00
Appropriations for 1914-1915	1,487,121.47
Appropriations for 1915-1916	1,533,826.40
Appropriations for 1916-1917	1,789,735.25
Appropriations for 1917-1918	2,045,911.90
Appropriations for 1918-1919	2,428,971.70
Appropriations for 1919-1920	2,313,602.00
Appropriations for 1920-1921	3,008,899.00
Appropriations for 1921-1922	3,436,653.00
Appropriations for 1922-1923	3,670,881.00
Appropriations for 1923-1924	3,836,170.00
Appropriations for 1924-1925	4,086,170.00

School	
Dickinson High..	
Lincoln High....	
No. 1.....	
" 2.....	
" 3.....	
" 4.....	
" 5, Old* ...	
" 5, New ...	
" 6.....	
" 7.....	
" 8.....	
" 9.....	
" 10.....	
" 11.....	
" 12.....	
" 13.....	
" 14, Old	
" 14, New ...	
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" 31.....	
" 32.....	
" 33.....	
" 34.....	
" 35.....	
" 36.....	
" 37†.....	
" 38††.....	
Henry Snyder Ju	
Hudson City Jun	
Lot on First St.	
Lot on Park St.††	
Administration Bu	
Totals.....	

* Not i

ESTIMATE OF VALUE OF SCHOOL PROPERTY, JUNE 30, 1924

School	Location	Size of Lot	Height of Building (Stories)	Erected	Value of Building and Lot	Value of Books and Stationery	Value of Furniture and Supplies	Total Value of Real and Personal Property
Dickinson High	Newark and Palisade Aves	10¼ acres	3 and 4	1904—1911	$1,188,985.00	$19,250.10	$265,732.76	$1,473,967.86
Lincoln High	Crescent and Harrison Aves	597.1 x 228.79	3	1917	964,920.00	14,259.27	179,533.31	1,158,712.58
No. 1	York St. near Washington St	175 x 100	3	1898	134,400.00	6,670.95	13,816.71	154,887.66
" 2	Erie St. near Fourth St	100 x 100	3	1902	75,837.00	2,998.32	7,458.65	86,293.97
" 3	Bright St. near Jersey Ave	200 x 100	3	1909	144,868.00	4,959.34	14,276.08	164,103.42
" 4	Eighth St., near Grove St	151 x 200	3	1917	258,777.00	6,984.62	7,471.35	273,232.97
" 5, Old*	Bay St., near Grove St	75 x 100	4	1871—1873	76,500.00	.....	6,245.00	82,745.00
" 5, New	Third and Merseles Sts	160 x 120 x 140	3	1915—1924	996,285.00	4,497.90	14,283.86	1,015,066.76
" 6	St. Paul's and Central Aves	406 x 200 x 392	3	1920	1,201,939.00	5,128.33	69,073.26	1,276,140.59
" 7	Central Ave. and Congress St	100 x 135	3	1877	65,990.00	4,081.40	3,894.30	73,965.70
" 8	Sherman Ave., near Franklin St	100 x 218	3	1876	77,879.00	5,840.70	5,614.22	89,333.92
" 9	Brunswick and Mercer Sts	150 x 200	3	1896	155,700.00	9,291.29	15,825.91	180,817.20
" 10	Paterson St., near Pierce Ave	100 x 125	3	1869	29,249.00	2,866.42	2,434.10	34,549.52
" 11	Bergen Square	318¾ x 234⅜ x 375	3	1903	367,700.00	7,818.28	19,536.47	395,054.75
" 12	Crescent Ave. and Astor Place	161 x 200	3	1872	88,798.00	4,876.90	4,721.40	98,396.30
" 13	Pine St., near Communipaw Ave	75 x 100	2	1860	32,091.00	1,733.74	1,961.53	35,786.27
" 14, Old	Union St., near Jackson Ave	300 x 112½ x 187½	3	1869	44,424.00	7,462.75	3,970.40	277,053.65
" 14, New	Union St., near Jackson Ave		3	1908	211,099.00		10,097.50	
" 15	Dwight and Van Cleef Sts	200 x 240	3	1894—1909	212,900.00	11,573.82	27,254.61	251,728.43
" 16	Washington and Sussex Sts	150 x 100	3	1916	240,280.00	4,303.64	14,943.85	259,527.49
" 17	Duncan Ave., near West Side Ave	250 x 123	3	1898—1909	144,700.00	11,037.79	16,310.52	172,048.31
" 18	Storms Ave., near Monticello Ave	150 x 216	3	1898	69,619.00	2,284.63	7,147.30	79,050.93
" 19	Johnston and Manning Aves	200 x 131	2	1898	69,891.00	2,548.16	4,694.38	77,133.54
" 20	Danforth Ave	125 x 226	3	1900	179,000.00	8,368.25	21,196.30	208,564.55
" 21	Twelfth St., near Erie St	100 x 200	3	1880	70,500.00	642.84	3,619.13	74,761.97
" 22	Halladay St	150 x 100	3	1889	62,128.00	7,229.96	2,567.59	71,925.55
" 23	Romaine Ave. and Broadway	432 x 202 x 421	3	1920	1,419,730.00	8,407.16	70,857.87	1,498,995.03
" 24	Virginia Ave., near West Side Ave	270 x 187	3	1914	366,000.00	9,181.75	50,235.94	425,417.69
" 25	Boulevard and Zabriskie St	222 x 211 x 262	3	1892—1912	373,600.00	10,003.76	45,260.29	428,864.05
" 26	Palisade and Reservoir Aves	94 x 202 x 120	3	1898	69,655.00	2,715.44	5,725.26	78,095.70
" 27	Graham St., near Boulevard	208 x 150 x 327	3	1898—1906	154,248.00	5,070.27	10,260.34	169,578.61
" 28	Hancock Ave., near Bowers St	175 x 190	3	1901—1911	161,990.00	8,813.82	18,859.93	189,663.75
" 29	Claremont and Rose Aves	160 x 210 x 150	3	1901—1909	140,000.00	2,423.56	12,342.30	154,765.86
" 30	Seaview Ave	375 x 200	2	1906	78,693.00	1,319.97	3,840.14	83,853.11
" 31	Boulevard and St. Paul's Ave	180 x 312 x 323	3	1906	134,918.00	2,244.10	9,342.29	146,504.39
" 32	Seventh and Coles Sts	200 x 200	4	1909	465,380.00	15,576.19	45,279.89	526,236.08
" 33	Union St., near West Side Ave	287 x 210 x 162	3	1909	93,370.00	2,080.25	6,179.65	101,629.90
" 34	Boulevard and Warner Ave	200 x 369	3	1911—1914	248,190.00	4,986.27	14,559.81	267,736.08
" 35	Sip and Whitman Aves	215 x 202 x 242	3	1911	97,486.00	930.44	6,751.87	105,168.31
" 36	Clifton Place	66 x 136 x 72	3	1917	262,455.00	1,027.20	10,518.67	274,000.87
" 37†	Erie St. and Pavonia Ave	200 x 175	.....	.....	1,050,477.00	.....	.....	1,050,477.00
" 38††	Bergen and Audubon Aves	333.68x330.32x401.41	.....	.....	78,952.00	.....	.....	78,952.00
Henry Snyder Junior High†	Bergen Ave., opp. Myrtle Ave	690.48 x 300 x 709.26	.....	.....	1,428,030.00	.....	11,759.00	1,439,789.00
Hudson City Junior High††	.....	25 x 100	.....	.....	5,751.00	.....	.....	5,751.00
Lot on First St. (No. 217)††	.....	25 x 100	.....	.....	6,700.00	.....	.....	6,700.00
Lot on Park St.††	.....	68.45 x 200	.....	.....	28,000.00	.....	.....	28,000.00
Administration Building	Offices of Board and Superintendent, Harrison Ave. and Park St	200 x 172.9	2	1917	235,453.00	.....	49,686.00	285,139.00
Totals	.....	.....	.....	.....	$14,063,537.00	$231,489.58	$1,115,139.74	$15,410,166.32

* Not in use. † In course of construction, †† Land.

APPOINTMENTS

Name	School	Department	Date
James J. Hopkins	All	Superintendent	Aug., 1923
Minnie V. Shanley	All	Assistant Superintendent	Aug., 1923
Edwin J. Salmon	D. High	Mechanical Drawing	Sept., 1923
Julius F. Seebach	L. High	French	Sept., 1923
Marion McKisack	D. High	Drawing and Costume Design	Sept., 1923
Elmer C. Taylor	L. High	General Science	Sept., 1923
Helen E. Elfers	L. High	English	Sept., 1923
Ruth Everett	L. High	English	Sept., 1923
Edna R. Kennedy	L. High	History	Sept., 1923
Maude Kemmerer	L. High	History	Sept., 1923
Esther F. Andrus	L. High	English	Sept., 1923
Ada B. Seabury	L. High	English	Sept., 1923
Gladys Waterbury	D. High	English	Sept., 1923
John H. Shaver	D. High	Physics	Sept., 1923
Cecil D. Chase	No. 6	Manual Training	Sept., 1923
Harry A. Conroy	No. 14	Manual Training	Sept., 1923
Edith Ladley	Elemen.	Physical Training	Sept., 1923
Bessie Pickett	Elemen.	Physical Training	Sept., 1923
*Charles C. Wilson	All	Superintendent	Sept., 1923
Frank A. Tibbetts	D. High	Principal	Sept., 1923
Helen McMahon	No. 6	Vice-Principal	Sept., 1923
Florence E. Ware	L. High	Physical Training	Sept., 1923
Loretta G. Milton	No. 5	Teacher Clerk	Sept., 1923
May Dwyer	No. 12	Teacher Clerk	Sept., 1923
Mary Neill	No. 13	Ungraded Class, Spec. II	Sept., 1923
Anna L. Murphy	No. 32	Teacher Clerk	Sept., 1923
Margaret O'Brien	No. 5	Primary	Sept., 1923
Alice E. Gormley	No. 2	Primary	Sept., 1923
Emily Hogan	No. 2	Primary	Sept., 1923
Dorothy M. Anderson	No. 8	Primary	Sept., 1923
Katherine C. Cullen	No. 2	Primary	Sept., 1923
M. Blanche Powers	No. 9	Primary	Sept., 1923
Helen M. Burke	No. 16	Primary	Sept., 1923
Mary H. Donovan	No. 13	Primary	Sept., 1923
Margaret McCoy	No. 8	Primary	Sept., 1923
Catherine M. Finnerty	No. 23	Primary	Sept., 1923
Alice M. Pascoe	No. 16	Primary	Sept., 1923
Anna M. Sprouls	No. 23	Primary	Sept., 1923

* Declined appointment.

APPOINTMENTS—*Continued*

Name	School	Department	Date
Virginia McNally	No. 1	Primary	Sept., 1923
May Hendrickson	No. 16	Primary	Sept., 1923
Marie K. Farrell	No. 21	Primary	Sept., 1923
Alma D. Losey	No. 10	Primary	Sept., 1923
Alice I. Gallagher	No. 32	Primary	Sept., 1923
Loretta P. Gantly	No. 26	Primary	Sept., 1923
Lillian Brueck	No. 32	Primary	Sept., 1923
Alexander Perlman	No. 9	Primary	Sept., 1923
Gertrude Scanlon	No. 1	Teacher Clerk	Sept., 1923
Edward A. Murphy	All	Superintendent	Sept., 1923
James A. Nugent	All	Assistant Superintendent	Sept., 1923
Rose Oshrin	No. 23	Primary	Sept., 1923
Ruth A. Kehoe	No. 16	Primary	Sept., 1923
Mary L. Freeman	No. 3	Primary	Sept., 1923
Virginia Judge	No. 34	Primary	Sept., 1923
Marie C. Primas	No. 25	Primary	Sept., 1923
Hazel Schmidt	No. 22	Primary	Sept., 1923
Carrie Niebanck	No. 17	Model	Sept., 1923
Allen P. Horn	No. 15	Principal	Sept., 1923
Edson L. Outwin	D. High	Head, Commercial Dept.	Sept., 1923
Mildred C. Etzkorn	No. 12	Primary	Oct., 1923
Christine Pischercia	No. 23	Primary	Oct., 1923
Margaret Kavanagh	No. 26	Primary	Oct., 1923
Clara McC. Hopkins	D. High	English	Oct., 1923
Bessie Eldot	No. 9	Primary	Oct., 1923
Genevieve R. Bartley	No. 22	Primary	Nov., 1923
Clara Sussman	No. 16	Primary	Nov., 1923
Helen M. Christill	No. 2	Primary	Nov., 1923
Adele M. Maguire	No. 4	Primary	Nov., 1923
Bertha Marjory	No. 16	Primary	Nov., 1923
Edith C. Pringle	No. 12	Critic	Nov., 1923
Robina T. Harvie	No. 25	Critic	Nov., 1923
Eleanor A. McCann	High	Domestic Science	When classes are formed
Helen R. Murphy	No. 13	Primary	Jan., 1924
Helen A. D'Arcy	No. 32	Primary	Jan., 1924
Nancy Brenner	No. 2	Primary	Jan., 1924
Helen M. Bray	No. 5	Primary	Jan., 1924
Rose P. Reilly	No. 19	Primary	Jan., 1924

APPOINTMENTS—*Continued*

Name	School	Department	Date
Julia Murphy	No. 27	Primary	Jan., 1924
Marie M. Devere	No. 19	Ungraded Class, Spec. II	Jan., 1924
Sarah Sams	No. 13	Primary	Jan., 1924
Maybelle Kelly	No. 5	Critic	Feb., 1924
Helen M. Keane	No. 32	Primary	Feb., 1924
Mary C. Aria	No. 16	Primary	Feb., 1924
Helen Paegelow	No. 16	Primary	Feb., 1924
Frances deP. Cagney	No. 7	Primary	Feb., 1924
Christine V. Murray	No. 29	Primary	Feb., 1924
Zita M. O'Neill	No. 5	Primary	Feb., 1924
Mary F. Grace	No. 32	Primary	Feb., 1924
Gladys Merritt	No. 13	Primary	Feb., 1924
Loren C. Wagoner	D. High	Woodworking	Feb., 1924
Arline Patterson	No. 15	Critic	Feb., 1924
James P. McNamara	Elemen.	Physical Training	Mar., 1924
Edna McConnell	No. 15	Primary	Apr., 1924
Miriam Hart	No. 21	Kindergarten	Apr., 1924
Evelyn Stephens	No. 16	Primary	May, 1924
Alice Langan	No. 6	Kindergarten	May, 1924

TRANSFERS

Name	From School No.	To School No.	Date
Nora V. M. Fagan.....	T. C. 12	T. C. D. High	Sept., 1923
Jessie Gregory.....	T. C. 32	T. C. D. High	Sept., 1923
Adele Prigge	22	12	Sept., 1923
Dora Isaackowitz	13	3	Sept., 1923
Agnes Conners	8	6	Sept., 1923
Gertrude Mahoney	8	12	Sept., 1923
Edith Miranti	16	15	Sept., 1923
Mary Cottingham	Ungraded Class, Spec. II		
	15	11	Sept., 1923
Alice Trested	15	20	Sept., 1923
Dorothy Colton	9	15	Sept., 1923
Beatrice Reilly	29	24	Sept., 1923
Marion Groff	22	29	Sept., 1923
Margaret Sheehan	21	32	Sept., 1923
Etta Underhill	3	34	Sept., 1923
Loretta Vetter	32	34	Sept., 1923
Julia Craven	28	3	Sept., 1923
Marion G. Doty.....	10	28	Sept., 1923
Frances Kelleher	9	21	Sept., 1923
Cecile Armstrong	9	4	Sept., 1923
Laura Strow	Ungraded Class, Spec. II	Ungraded Class, Spec. II	
	13	15	Sept., 1923
Elsa Borchert	Temporary Assignment		
	L. High	6	Sept., 1923
Mabel Decker	10	27	Sept., 1923
Lillian Gregory	V. P. 6	V. P. 14	Sept., 1923
Sara Aronson	22	13	Sept., 1923
Isabel Farrant	23	34	Sept., 1923
Julia J. Craven.....	3	10	Sept., 1923
Irene McIntyre	1	9	Sept., 1923
Elizabeth Burke	11	17	Sept., 1923
Katherine C. Cullen.....	2	11	Sept., 1923
Hazel E. Hunt.....	15	22	Sept., 1923
Margaret V. Woods.....	6	29	Sept., 1923
Virginia McNally	1	6	Sept., 1923
Rose Sullivan	8	34	Sept., 1923
Anna Fargel	25	8	Sept., 1923
Elsa Borchert	6	27	Oct., 1923
Loretta P. Gantly.....	26	6	Oct., 1923
Herbert M. Normandeau.	Principal 15	Principal 6	Oct., 1923
Catherine Enis	30	34	Nov., 1923

TRANSFERS—*Continued*

Name	From School No.	To School No.	Date
May Hendrickson	16	30	Nov., 1923
Emily Hogan	2	23	Nov., 1923
Rose Oshrin	23	8	Nov., 1923
J. Mae Van Dyne	16	11	Nov., 1923
Mary A. Sieben	13	11	Jan., 1924
Helen M. Christill	2	8	Jan., 1924
Mildred McComb	9	11	Feb., 1924
Kathleen M. Crooks	32	14	Feb., 1924
Margaret L. Maher	29	20	Feb., 1924
Lillian M. Berg	13	24	Feb., 1924
Helen Burke	16	27	Feb., 1924
Irene Power	13	30	Feb., 1924
Maybelle Kelly	11	5	Feb., 1924
Elizabeth M. Kelly	13	11	Feb., 1924
Hazel Schmidt	22	13	Feb., 1924
Hazel E. Hunt	22	16	Feb., 1924
Mary L. Freeman	3	14	Feb., 1924
Margaret E. Dorton	10	7	Feb., 1924
Sadie E. Dunning	13	29	Feb., 1924
Anna Stuart	29	24	Feb., 1924
Zita M. O'Neill	5	13	Feb., 1924
May Hendrickson	30	20	Feb., 1924
Lucie Morrisette	17	30	Feb., 1924
Elizabeth M. Kenny	24	36	Feb., 1924
Angela Clossey	Ungraded Class, Spec. VI 16	15	Apr., 1924
Angela Clossey	15	Ungraded Class, Spec. VI 16	Apr., 1924

RESIGNATIONS AND RETIREMENTS

Name	School	Department	Date
Helen Carey	No. 34	Primary	July, 1923
Katherine R. McGrath	D. High	Teacher-clerk	Aug., 1923
Mildred Noxon	D. High	English	Sept., 1923
Elizabeth Towns	L. High	Physical Training	Sept., 1923
Minnie Nolta	L. High	Commercial	Sept., 1923
Ruth C. Anderson	No. 1	Grammar	Sept., 1923
Florence Egnor	No. 2	Primary	Sept., 1923
Eva Houston	No. 2	Primary	Sept., 1923
Anna L. Walsh	No. 3	Primary	Sept., 1923
Helene W. Kruse	No. 6	Grammar	Sept., 1923
Mary Denver	No. 9	First Asst., Primary	Sept., 1923
Ellen Dewar	No. 9	Grammar	Sept., 1923
Carrie J. Lawyer	No. 11	Grammar	Sept., 1923
Meave Wilson	No. 12	Primary	Sept., 1923
Elizabeth Dalton	No. 14	Vice-Principal	Sept., 1923
Louise C. Thomas	No. 15	Primary	Sept., 1923
Olivia Von Glahn	No. 16	Primary	Sept., 1923
Theresa O'Toole	No. 16	Primary	Sept., 1923
Ethel C. Williams	No. 20	Primary	Sept., 1923
Emma Von Bulow	No. 23	Grammar	Sept., 1923
Harriet Phillips	No. 23	Grammar	Sept., 1923
Gertrude E. Jones	No. 24	Primary	Sept., 1923
Victoria J. Gregory	No. 26	Primary	Sept., 1923
Matilda Malcolm	No. 27	Grammar	Sept., 1923
M. Louise Blau	No. 29	Primary	Sept., 1923
Jane Anderson	No. 32	Primary	Sept., 1923
Nellie Seguine	No. 34	Grammar	Sept., 1923
Florence Deutschman	No. 34	Primary	Sept., 1923
Anita Skillman	Elem.	Physical Training	Sept., 1923
Lillas Robertson	Elem.	Physical Training	Sept., 1923
Roland W. Hoffelder	No.24-15	Manual Training	Sept., 1923
William H. Evans	No. 9	Manual Training	Sept., 1923
Helen K. Davidson	No. 33	Primary	Sept., 1923
Esther E. Tumulty	No. 12	Primary	Oct., 1923
Sara V. Conley	No. 27	Primary	Oct., 1923
Alberta S. McGown	No. 22	Primary	Nov., 1923
Lillian M. Fuller	No. 34	Grammar	Nov., 1923
Ella C. Schmidt	No. 11	Grammar	Nov., 1923
Matilda Camin	No. 21	Kindergarten	Nov., 1923
Irene Kloes	No. 7	Primary	Dec., 1923
Gertrude M. Kiernan	No. 5	Primary	Jan., 1924
Ellen L. Cottingham	No. 24	Grammar	Jan., 1924
Anna M. Shannon	No. 11	Grammar	Jan., 1924
Minnie Auster	No. 8	Primary	Jan., 1924

RESIGNATIONS AND RETIREMENTS—*Continued*

Name	School	Department	Date
Angela B. Murphy	No. 19	Ungraded Special II	Jan., 1924
Ann A. Lillis	No. 6	Kindergarten	Jan., 1924
Doris Koch	L. High	Spanish	Feb., 1924
Clara Daniels	No. 30	Primary	Feb., 1924
Grace Britten	No. 14	Primary	Feb., 1924
Maud Houlihan	No. 9	Grammar	Feb., 1924
Cora M. Suwall	No. 27	Grammar	Feb., 1924
Edith Simons	D. High	Mathematics	Feb., 1924
Maude DeCou	D. High	English	Feb., 1924
Rose Salwen	Elem.	Physical Training	Feb., 1924
Isobel Campbell	No. 14	Grammar	Mar., 1924
Agnes E. Gavin	No. 15	Grammar	Apr., 1924
Grace D. Gregory	No. 7	Primary	Apr., 1924

In Memoriam

NELLIE U. MCCABE,
Assistant Teacher, Grammar Department, School No. 4.
DIED JULY 14, 1923.

HENRY SNYDER,
Superintendent of Schools.
DIED JULY 27, 1923.

MARION MARTIN,
Assistant Teacher, Science Department, Wm. L. Dickinson High School.
DIED JULY 31, 1923.

JAMES J. HOPKINS,
Superintendent of Schools.
DIED AUGUST 17, 1923.

MARGARET V. CONNERY,
Assistant Teacher, Primary Department, School No. 32.
DIED AUGUST 22, 1923.

MARGARET QUINN,
Assistant Teacher, Grammar Department, School No. 32.
DIED DECEMBER 14, 1923.

ANNA W. FIELDS,
Assistant Teacher, English Department, Lincoln High School.
DIED JANUARY 4, 1924.

MABEL R. DECKER,
Assistant Teacher, Primary Department, School No. 27.
DIED MARCH 15, 1924.

ELIZABETH M. FITZPATRICK,
Assistant Teacher, Grammar Department, School No. 32.
DIED APRIL 29, 1924.

SECRETARY'S REPORT

FOR THE

YEAR ENDING JUNE 30, 1924

SECRETARY'S REPORT

CURRENT EXPENSE

Salaries, Supt., Supv. Principals, Supervisors, Principals and Teachers, Day School	$2,502,134.04
Teachers' Pension and Annuity Fund	93,160.39
Salaries, Janitors, Engineers and Firemen	246,932.56
Janitors' Pension and Annuity Fund	4,851.01
Fuel	168,328.66
Transportation of Pupils within the District	11,999.26
Expenses, Supt., Supv. Principal, Supervisors, Principals and Teachers	7,732.60
Text Books	71,250.58
Supplies and Other Expenses of Instruction	64,035.73
Apparatus Purchased with Current Expense Fund	2,380.01
Janitors' Supplies	19,935.90
Light, Water and Power	42,090.87
Medical Inspection, Salaries, Supplies and Other Expense	63,927.15
Compulsory Attendance, Salaries, Supplies and Other Expense	50,710.92
Salary of Secretary	4,500.00
All Other Salaries, Supplies and Expenses of Board of Education and Business Offices	25,228.52
Insurance Premiums	27,695.89
Salaries of Other Employees	2,826.75
Lectures and Recreation	7,332.99
Evening Schools, Salaries, Supervisors, Principals and Teachers	23,863.00
Evening Schools, All Other Salaries, Supplies and Expense	4,637.67
Special Summer Schools, Salaries, Supervisors, Principals and Teachers	32,468.00
Special Summer Schools, All Other Salaries, Supplies and Expenses	258.40
Telephone Service	3,439.94
Incidental Expenses	10,125.19
TOTAL	$3,491,846.03

MANUAL AND INDUSTRIAL TRAINING

Salaries of Supervisors, Principals and Teachers	$52,276.68
Teachers' Pension and Annuity Fund	2,224.25
Material and Supplies	11,890.47
Repairs and Replacements	1,122.55
TOTAL	$67,513.95

EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

Salaries, Principals and Teachers	$15,752.00
Text Books and Supplies	234.91
TOTAL	$15,986.91

VOCATIONAL SCHOOLS

Day Schools, Salaries, Director, Supervisors, Principals and Teachers	$47,264.20
Teachers' Pension and Annuity Fund	1,844.04
Materials and Supplies	7,054.39
Repairs and Replacements	2,514.95
Other Expenses	12.75
Evening Schools, Salaries, Supervisors, Principals and Teachers	19,437.50
Materials and Supplies	1,990.11
TOTAL	$80,117.94

CONTINUATION SCHOOLS

Salaries of Supervisors, Principals and Teachers	$20,131.66
Teachers' Pension and Annuity Fund	443.64
Materials and Supplies	928.26
TOTAL	$21,503.56

SCHOOL LIBRARIES

Library Books	$10.00

REPAIRING, REFURNISHING AND LEASING SCHOOL BUILDINGS

Ordinary Repairs (Current Upkeep of Buildings and Grounds)	$52,213.62
Repairs and Replacements of Furniture and Equipment	19,254.20
Salaries	59,934.48
Other Expenses	5,690.46
TOTAL	$137,092.76

PURCHASE OF LAND, ERECTING, ENLARGING, REMODELING, FURNISHING AND EQUIPPING SCHOOL BUILDINGS

Purchase of Land	$9,210.97
Erecting and Enlarging School Buildings	934,784.73
Extraordinary Repairs, Remodeling Buildings and Improving Grounds	379,246.27
New Furniture and Equipment	191,264.27
Salaries	20,249.18
Other Expenses	4,274.66
TOTAL	$1,539,030.08

SUMMARY

Current Expense	$3,491,846.03
Manual and Industrial Training	67,513.95
Evening Schools for Foreign-Born Residents	15,986.91
Vocational Schools	80,117 94
Continuation Schools	21,503.56
School Libraries	10.00
Repairing, Refurnishing and Leasing School Buildings	137,092.76
Purchase of Land, Erecting, Enlarging, Remodeling, Furnishing and Equipping School Buildings	1,539,030.08
TOTAL	$5,353,101.23

COST PER PUPIL OF DAY SCHOOLS BASED ON TOTAL SCHOOL EXPENSES, 1923-1924

Schools and Classes	Average Attendance	Average Register	Cost per Pupil based on Average Attendance	Cost per Pupil based on Average Register	Total Cost of Schools
Training School	105	114	$283.17	$260.81	$29,733.15
Wm. L. Dickinson High	3,561	3,948	153.78	138.71	547,619.44
Lincoln High	1,888	2,046	143.71	132.61	271,320.69
Both High Schools....	5,449	5,994	150.29	136.63	818,940.13
Elementary Schools ...	33,859	36,537	81.93	75.93	2,774,250.02
Special Classes	459	516	154.69	137.60	71,002.70
All Schools and Classes	39,872	43,161	92.65	85.58	3,693,926.00

COST PER PUPIL BASED ON TEACHERS' SALARIES, BOOKS, AND STATIONERY, 1923-1924

Schools and Classes	Average Attendance	Average Register	Cost per Pupil based on Average Attendance	Cost per Pupil based on Average Register	Totals
Training School	105	114	$262.65	$241.91	$27,578.02
Wm. L. Dickinson High	3,561	3,948	126.74	114.32	451,323.49
Lincoln High	1,888	2,046	113.57	104.79	214,412.55
Both High Schools....	5,449	5,994	122.18	111.08	665,736.04
Elementary Schools ...	33,859	36,537	61.41	56.91	2,079,294.21
Special Classes	459	516	134.16	119.34	61,581.64
All Schools and Classes	39,872	43,161	71.08	65.67	2,834,189.91

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